ARLINGTON PUBLIC SCHOOLS

In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:

Arlington School Committee
School Committee Regular Meeting
Thursday, September 10, 2020
6:30 PM

Conducted by Remote Participation

https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download

6:30 p.m. Open Meeting

You are invited to a Zoom webinar.
When: Sep 10, 2020 06:30 PM Eastern Time (US and Canada)
Topic: School Committee Regular Meeting, Thursday, September 10, 2020

Register in advance for this webinar:
https://us02web.zoom.us/webinar/register/WN_cHMx2gsySkGYRithBxnlPw

After registering, you will receive a confirmation email containing information about joining the webinar.

6:35 p.m. Public Comment

Members of the public are asked to send written comments to kfitzgerald@arlington.k12.ma.us by 3PM on Thursday, September 10, 2020. All comments and questions received by the School Committee by the date and time indicated will become part of the packet and public record and will be shared with the full School Committee and administration before the meeting via email. No written comments will be read at the meeting.

For members of the public who wish to address the Committee on the Zoom call, there will be 30 minutes of public comment. Depending on how many people sign up, time allotments may be reduced but will not exceed three minutes each. If the number of people who sign up exceeds what can be reasonably done in 30 minutes, the number of speakers will be capped and will be invited to speak based on the timestamp of their email to Ms. Fitzgerald. If you would like to sign up to speak please email kfitzgerald@arlington.k12.ma.us by 3PM on Thursday, September 10, 2020.

7:00 p.m. Discuss Fall Reopening Plans, R. MacNeal

7:30 p.m. Discussion and vote on Fall Sports for AHS

7:50 p.m. Future Full School Committee meeting planning, J. Morgan

8:10 p.m. Policy
TBD

8:25 p.m. Subcommittee/Liaison Reports/Announcements
- *Budget, Kirsi Allison-Ampe*
- *Community Relations: Bill Hayner, Chair*
- *Curriculum, Instruction, Assessment & Accountability, Len Kardon*
- *Facilities, Jeff Thielman*
- *Policy & Procedures, Paul Schlichtman*
- *Superintendent Search Process, Paul Schlichtman*
- *Arlington High School Building Committee: Jeff Thielman, (Chair), Kirsi Allison-Ampe*

- *Liaisons Reports*
- *Announcements*
- *Future Agenda Items*

8:45 p.m. Executive Session
- *To conduct strategy sessions in preparation for negotiations with union and/or nonunion personnel or contract negotiations with union and/or nonunion in which if held in an open meeting, may have a detrimental effect.*
- *To conduct strategy with respect to collective bargaining or litigation, in which if held in an open meeting, may have a detrimental effect. Collective bargaining may also be conducted.*
- *Vote approval of MOA*

10:00 p.m. Adjournment

The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Stated times and time amounts, listed in parenthesis, are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.

Submitted by Jane Morgan, Chair

Correspondence Received:

Massachusetts law requires all open session meetings of public bodies to be accessible to members of the public, including those with disabilities. If you need reasonable accommodations in order to participate in the meeting, contact the Administrative Assistant to the Arlington School Committee Karen Fitzgerald at kfitzgerald@arlington.k12.ma.us in advance of the meeting.

Town of Arlington, Massachusetts

Meeting Location

Summary:
Conducted by Remote Participation

https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download

ATTACHMENTS:

Type	File Name	Description
Reference Material	Remote_Meeting_Script_(00022231xA050C).pdf	Remote script
Reference Material	Remote_Participation_Checklist_for_COVID-19_Emergency_(00022229xA050C).pdf	Remote Checklist
Reference Material	Supplement_re_Remote_Participation_During_Coronavirus_State_of_Emergency_-_Checklist_and_Script.pdf_(00022235xA050C)_(1)_(1).pdf	Remote Participation

DRAFT SCRIPT FOR REMOTELY CONDUCTED OPEN MEETINGS

Confirming Member Access:

As a preliminary matter, this is [identify meeting manager – Chair, support staff, etc.]. Permit me to confirm that all members and persons anticipated on the agenda are present and can hear me.

- Members, when I call your name, please respond in the affirmative. *State each members' name.*
- Staff, when I call your name, please respond in the affirmative. *State each staff members' name.*
- Anticipated Speakers on the Agenda, please respond in the affirmative. *State each anticipated speakers' name.*

Introduction to Remote Meeting:

Good morning/afternoon/evening.   This Open Meeting of [Insert Public Body Name] is being conducted remotely consistent with Governor Baker's Executive Order of March 12, 2020, due to the current State of Emergency in the Commonwealth due to the outbreak of the "COVID-19 Virus."

In order to mitigate the transmission of the COVID-19 Virus, we have been advised and directed by the Commonwealth to suspend public gatherings, and as such, the Governor's Order suspends the requirement of the Open Meeting Law to have all meetings in a publicly accessible *physical* location. Further, all members of public bodies are allowed and encouraged to participate remotely.

The Order, which you can find posted with agenda materials for this meeting allows public bodies to meet entirely remotely so long as reasonable public access is afforded so that the public can follow along with the deliberations of the meeting.

Ensuring public access does not ensure public participation unless such participation is required by law. This meeting [will/will not] feature public comment.

For this meeting, [Insert Public Body Name] is convening by [telephone conference/video conference via Zoom App/Facebook Live/etc.] as posted on the Town's Website identifying how the public may join.

For "Zoom" Meetings

Please note that this meetings is being recorded, and that some attendees are participating by video conference.

Accordingly, please be aware that other folks may be able to see you, and that take care not to "screen share" your computer. Anything that you broadcast may be captured by the recording.

Meeting Materials

*For Novus Agenda-Supported Meetings: All of the materials for this meeting, except any Executive Session materials, are available on the Novus Agenda dashboard, and we recommend the members and the public follow the agenda as posted on Novus unless I/The Chair notes otherwise.

*For Non-Novus Supported Meetings: All supporting materials that have been provided members of this body are available on the Town's website unless otherwise noted. The public is encouraged to follow along using the posted agenda unless I/The Chair notes otherwise.

Meeting Business Ground Rules

We are now turning to the first item on the agenda. Before we do so, permit me to cover some ground rules for effective and clear conduct of our business and to ensure accurate meeting minutes.

- I/the Chair, will introduce each speaker on the agenda. After they conclude their remarks, the Chair will go down the line of Members, inviting each by name to provide any comment, questions, or motions. Please hold until your name is called. Further,

- Please remember to mute your phone or computer when you are not speaking;
- Please remember to speak clearly and in a way that helps generate accurate minutes

- For any response, please wait until the Chair yields the floor to you, and state your name before speaking.

- If members wish to engage in colloquy with other members, please do so through the Chair, taking care to identify yourself.

- <mark>For Items with Public Comment:</mark>

  After members have spoken, the Chair will afford public comment as follows:

  - The Chair will first ask members of the public who wish to speak to identify their names and addresses only;

  - Once the Chair has a list of all public commentators, I will call on each by name and afford 3 minutes for any comments.

- Finally, *each vote taken in this meeting will be conducted by roll call vote.*

  <mark>[Any additional preliminary comments tailored to meetings]</mark>

REMOTE PARTICIPATION MEETING CHECKLIST

In Advance of Meeting

☐ All non-emergency items properly posted *at least* 48 hours in advance
☐ "Executive Order on Remote Participation" is posted with agenda
☐ All members received the same documents for meeting
☐ Supporting documents posted on Novus or Town website (does not have to be 48 hours in advance unless required by law)
☐ For meetings with public participation, encourage written public comments

Initiating Meeting

☐ Confirm that all Members are present and can hear each other
☐ Read Preamble to Remote Meetings
☐ Note materials for meeting available online through Novus or Town website for the public
☐ Introduce all members, staff, and persons on the agenda
☐ Cover "ground rules"

For "Zoom" Meetings

☐ Disable Chat Function for Participants
☐ Click "Record Meeting"
☐ Advise Participants that Meeting is Being Recorded
☐ Caution Participants About Screen Sharing

During Meeting

☐ Each speaker states their name before each presentation, comment, or question
☐ All votes taken by roll call
☐ Meeting Minutes reflect remote status

Technical Difficulties

☐ If technical difficulties arise, Chair suspends meeting while attempts to resolve are made

☐ Keep accurate minutes noting any disconnections and reconnections of members

Town of Arlington
Legal Department

Douglas W. Heim
Town Counsel

50 Pleasant Street
Arlington, MA 02476
Phone: 781.316.3150
Fax: 781.316.3159
E-mail: dheim@town.arlington.ma.us
Website: www.arlingtonma.gov

To: Select Board

Cc: Town Committees and Commissions; Adam Chapdelaine, Town Manager; John Leone,
Town Moderator

From: Douglas W. Heim, Town Counsel

Date: March 18, 2020

Re: Supplement – Remote Meeting Checklist and Guidance

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Please receive this Supplement to the Memoranda from this Office of March 11, 2020,

and March 13, 2020 regarding the Town's options for conducting meetings during the

coronavirus (or "COVID-19") State of Emergency in the Commonwealth.

As you will recall, meetings by telephone or video conference during the State of

Emergency may proceed with all participants engaging remotely, so long as "alternative means

of public access" is provided.[1] Public access can be provided by allowing the public to call in or

otherwise join meetings remotely so that they can see and/or hear what takes place at remote

participation meetings. To assist you in availing yourselves of these options, this Office has

developed a checklist and script for Chairs and administrative support staff for remotely

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[1] Certain hearings require additional consideration where public comment and/or participation is required.

conducted open meetings which you will find attached. These documents are intended as guides primarily to ensure the following:

- Accurate meeting minutes can be recorded;

- All other requirements of the Open Meeting Law are met;

- The public understands the modifications to the Open Meeting Law during the State of Emergency; and

- Chairs are able to effectively used new technologies such as the "Zoom" app effectively.

Please keep in mind that unlike some other users of teleconference or videoconference technology, it is essentially that a government body's business can be accurately understood and recorded in meeting minutes, and that the public can follow along.

If specific circumstances of your meeting require further counsel, such as conducting an executive session by remote meeting, please contact this Office at your convenience for further support.

Town of Arlington, Massachusetts

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Thursday, September 10, 2020.*

Town of Arlington, Massachusetts

7:00 p.m. Discuss Fall Reopening Plans, R. MacNeal

ATTACHMENTS:

	Type	File Name	Description
▯	Reference Material	Update_Memo_for_Superintendent_8-28-2020.pdf	Update Memo
▯	Recommendations	APS_Fall_2020_Proposed_Reopening_Plan_8102020_400.docx	APS Fall 2020 Reentry Plan 08102020 400
▯	Reference Material	DESE_School_Reopening_FAQ.pdf	DESE School Reopening FAQ
▯	Reference Material	Overview_of_Metrics_from_COVID-19_Command_vF_(1).pdf	Overview of Metrics
▯	Reference Material	Preliminary_Budget_Needs_for_COVID-19.1.pdf	Preliminary Budget Needs
▯	Reference Material	HVAC_Inspection_Log_COVID19__(1).pdf	HVAC InspectionLog
▯	Reference Material	Fall_Reopening_Schedules.pdf	Fall Reopening Schedules

James Feeney
Interim Director

869 Massachusetts Avenue
Arlington MA 02476-4908
Phone (781) 316-3110
E-mail: jfeeney@town.arlington.ma.us

To: Kathleen Bodie, Superintendent

Cc: Michael Mason, CFO

Re: District-wide Ventilation Update / Sanitizer Information

Date: August 28, 2020

Ventilation Equipment

This memorandum serves to provide an update on the status of the Facilities Department's tireless and ongoing effort to inspect, test, re-commission and repair as necessary, each and every piece of HVAC equipment that provides for ventilation in our District's school buildings. Facilities personnel have been working through this unprecedented and monumental task with the assistance of multiple 3rd party vendors. Included is both equipment providing fresh-air ventilation, as well as mechanical equipment providing exhaust ventilation. This equipment is tasked not only with supporting occupant comfort, but also controlling indoor air quality. Fresh-air ventilation serves to reduce the concentration of contaminants in the occupied zones of buildings via the introduction of outside air, while exhaust ventilation serves to remove stale air containing the byproducts of respiration and other potential building-related pollutants and odors. These systems work in tandem to create designed pressure differentials and predictable air flows within buildings to deliver a comfortable learning and working environment.

The attached spreadsheet lists the equipment at each of the school buildings, and the locations served. For the purposes of this HVAC equipment log, exhaust fans are treated as a single system despite there being numerous pieces of similar equipment atop each structure aimed at achieving the same goal. A description of the locations served by the various pieces of air-handling equipment is also provided. Next, the results of the initial equipment test are provided, followed by a current status. Many repairs have been completed to date, and more are occurring each day as replacement parts are obtained. Projected completion dates are also provided for outstanding repairs. General notes are highlighted. Not fully illustrated therein is the level of effort involved- the fact that equipment was disassembled to observe proper operation, lubricated, exercised, vacuumed and cleaned, in addition to being tested, troubleshot, and returned to operation as originally intended. Adding to the complexity, as school districts far and wide undergo similar undertakings, the sourcing of scarce replacement parts for similar types of equipment has become increasingly challenging and time-consuming.

This systematic review of equipment has made clear that historically the Facilities Department has primarily responded to and addressed thermal comfort complaints, not necessarily air quality concerns. In fact, building occupants often times seek to reduce the introduction of outside air into spaces outside of the shoulder seasons. Current global conditions have changed that focus. Never has such an emphasis been placed on ventilating spaces, and rightfully so, in order to reduce risks from potential airborne contamination. Although such a thorough overhaul is incredibly time- and labor-intensive, it is not only warranted under current circumstances, but will serve the District well in providing better indoor air quality more generally moving forward.

Further, Facilities personnel are working directly with Principals to identify any areas of buildings not served by mechanical ventilation that should not be programmed for student activities in the current climate. Due to ventilation codes and standards these spaces are rare

within school buildings, but do result over time as burgeoning occupancy forces subdivision of areas, or repurposing of areas originally designed for storage, for example.

A snapshot of the rapidly changing state of the current equipment condition at each building as of the writing of this memo follows:

Hardy School	7/12 Systems Fully Operational
Bishop School	31/32 Systems Fully Operational
Brackett School	5/5 Systems Fully Operational
Peirce School	37/39 Systems Fully Operational
Dallin School	36/41 Systems Fully Operational
Thompson School	7/7 Systems Fully Operational
Stratton School	40/40 Systems Fully Operational
Gibbs School	11/11 Systems Fully Operational
Ottoson Middle School	84/89 Systems Fully Operational
Arlington High School	24/34 Systems Fully Operational *Only 34 systems evaluated to date; prioritization of systems serving classroom spaces *Multiple systems returned to operation at time of evaluation

Equipment Control Strategies

The American Society of Heating, Refrigeration and Air-Conditioning Engineers (ASHRAE) is a global organization serving as preeminent authority developing standards and guidelines for building design and operation. In fact, ASHRAE Standard 62.1 is the design standard that school building ventilation systems are based upon when they are constructed. ASHRAE has also taken a leading role during the current crisis by offering equipment control

strategies to building operators. These controls strategies can be layered along with other response measures, and are aimed at mitigating potential risks associated with occupying buildings.

Some strategies apply to all buildings, including scheduling all mechanical ventilation equipment to run two hours prior to occupancy, and for at least two hours post occupancy, preferably four hours. This measure serves to 'flush' the air in the building as well as allow for additional filtration to occur, and is easily implement via the respective Building Automation System (BAS). Bathroom exhaust fans can also be put on extended run time, or even continuous run, to reduce lingering aerosol concerns.

More nuanced strategies pertain to the control of specific types of HVAC equipment, mainly more modern equipment intended to reduce energy usage. Generally speaking, most strategies aimed at increasing fresh air ventilation are at odds with more recent trends to achieve tighter, more energy efficient buildings. Outside air, save for certain times of the year, needs to be conditioned for thermal comfort. The need to continuously condition outside air with a greater temperature differential from the desired space conditions (mostly heating during the school year) requires not only more equipment run-time, but more run-time at a higher (full-load) capacity. Modern equipment can modulate to meet demand in order to save energy. Here, the prevailing strategy is to temporarily decommission energy recovery wheels to reduce potential cross contamination opportunities between air intake and exhaust. These particular systems components are only in place at the Thompson, Gibbs and Hardy Addition), and are readily disabled.

Ventilation equipment can also be controlled via sensors that detect Carbon Dioxide (CO_2). Such a strategy is known as Demand Controlled Ventilation (DCV). In essence, the space provides direct feedback to the HVAC equipment via a sensor placed in the return air duct. As detected CO_2 rises, so too does the ventilation rate, and vice versa. Again, these systems help

reduce energy consumption and are more common in larger places of assembly, such as gyms and cafeterias. Such spaces see programmed periods of significant occupancy, followed by periods of minimal activity; however, this type of control mechanism can also be applied to classrooms to increase ventilation above minimum levels. Regularly the largest pieces of HVAC equipment on site, this equipment is capable of handling significant amounts of air in short periods of time. DCV is present in the following areas: Gibbs Auditorium, Media Center and Cafeteria, Peirce Cafeteria, Dallin Gym and Cafetorium, Stratton assembly spaces and classrooms. The programmed set-points can be temporarily overridden within the BAS, allowing for significantly increased ventilation rates in these spaces, as well as adjoining common spaces if doors are opened.

Ventilation Rates

Each school building houses equipment of varying types, sizes, and vintages, though there are many similarities between certain system designs. Generally speaking, newer buildings are equipped with Dedicated Outdoor Air Systems (DOAS), including Thompson, Gibbs and the Hardy Addition, while many older buildings use a combination of tried and true cabinet unit ventilators and roof-top units that deliver mixtures of outdoor air and conditioned air.

Here, in terms of ventilation, it is worth noting that each school building is designed and constructed in accordance with the version ASHRAE Standard 62.1 in effect at the time of design. The Standard and its application are updated periodically, but buildings constructed or majorly renovated in the past 30 years achieve approximately the same *minimum* outside air ventilation rate: 15 cubic feet per minute (CFM) per occupant. The corresponding equipment installed to provide for this outside air ventilation is sized according to at least the designed maximum occupant loading of the room; therefore, any reduction in room capacity per social distancing guidelines necessarily increases the amount of CFM of fresh air per person. More specific information regarding ventilation rates is forthcoming.

Disinfection Equipment

The Facilities Department has increased its fleet of electrostatic spray equipment considerably, adding a number of Professional Cordless Electrostatic Handheld Sprayers from Victory Innovations (demo videos available at Victorycomplete.com). This past spring, and for a few years prior, the Facilities Department has also deployed a Cordless Roller Cart Electrostatic Disinfectant Spray from EMist (emist.com/em360-rollercart/).

These tools provide for a more efficient and efficacious delivery of our trusted disinfectants while rooms are unoccupied. The Facilities Department deploys 3 separate disinfectant products based upon the application or use. In the electrostatic sprayers, we use a product from Buckeye International–ECO pH Neutral Disinfectant E23. This product in particular has been in use across the District since 2013, and was widely used in response to the current crisis while school was in session in March. The Custodial team also uses SC Johnson Professional TruShot disinfectant as well as Bioesque Botanical Disinfectant Solution. Manufacturer product literature is enclosed for you review. This information includes information pertaining to product effectiveness against human coronaviruses.

BUCKEYE eco®

Neutral Disinfectant

E23 **S23**

Buckeye Eco Neutral Disinfectant is a multi-purpose, neutral pH, broad-spectrum germicidal detergent designed for use in hospital, healthcare and industrial settings at ½ oz. and 2 oz. per gallon of water. Buckeye Eco Neutral Disinfectant is ideal for routine germicidal cleaning and floor care maintenance. With a use-dilution pH of 7.0 ± 0.2, Buckeye Eco Neutral Disinfectant will not attack floor finish.

Special detergents effectively remove dirt and soil without harming the finish. Buckeye Eco Neutral Disinfectant requires no rinsing. This means more time may pass between labor intensive stripping and recoating procedures.

Use Buckeye Eco Neutral Disinfectant on most hard, nonporous surfaces in:
Nursing Homes
Hospitals
Healthcare Facilities
Schools and Colleges
Office Buildings
Public Facilities
Hotels
Exercise Facilities

CLASSIFIED UL®
FLOOR COATING AND FINISHING MATERIAL AS TO SLIP RESISTANCE ONLY. 169S

FEATURES

- 1 minute contact time for Human Coronavirus
  2 minute contact time for Influenza Virus Type A
  4 minute contact time for HIV-1 (AIDS virus)
- Disinfectant
- Bactericidal
- Virucidal*
- Fungicidal
- Mildewstatic
- EPA registered
- Disinfects, cleans, and deodorizes in one labor-saving step
- pH neutral
- Effective in hard water up to 200 ppm [calculated as $CaCO_3$] in the presence of a moderate amount of soil [5% organic serum] according to the AOAC Use-Dilution Test
- Use on hard, nonporous surfaces

*Effectively kills: *HIV-1 (AIDS Virus) • *Hepatitis B Virus (HBV) • *Hepatitis C Virus (HCV) • *Herpes Simplex Virus Type 1 & 2 • *Rubella Virus • *Influenza A Virus/ Hong Kong • *Vaccinia • *Adenovirus • Vancomycin resistant Enterococcus faecalis (VRE) • Methicillin resistant Staphylococcus aureus (MRSA) • Community Associated Methicillin-Resistant Staphylococcus aureus (CA-MRSA) • Gram-negative & Gram-positive pathogens • Trichophyton Mentagrophytes (Athlete's Foot Fungus)*

EPA REG. NO. 47371-129-559
EPA EST. NO. 559-MO-1

1.25 L Bag Yield Rate

½ oz./gal. (1:256) makes 84 end-use gallons, which is equivalent to:

42 *2-gallon mop buckets*

Each 4x1 case makes 339 end-use gallons

2 oz./gal. (1:64) makes 21.5 end-use gallons, which is equivalent to:
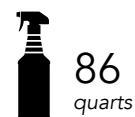
86 *quarts*

Each 4x1 case makes 343 end-use quarts

0.95 L Squeeze & Pour Yield Rate

½ oz./gal. (1:256) makes 64 end-use gallons, which is equivalent to:

32 *2-gallon mop buckets*

Each 6x1 case makes 386 end-use gallons

2 oz./gal. (1:64) makes 16.3 end-use gallons, which is equivalent to:

65 *quarts*

Each 6x1 case makes 390 end-use quarts

Antimicrobial Test Results

Claim:	Contact Time:	Organic Soil:	Water Conditions:
Disinfectant	10 minutes	5%	200 ppm as CaCO$_3$
Test Method:	EPA Approved Method		

Organism	ATCC#	Use-Dilution Concentration
Acinetobacter baumannii	BAA-1709	660 ppm (½ oz./gal.)
Acinetobacter calcoaceticus	23055	660 ppm
Bordetella bronchiseptica	31427	660 ppm
Chlamydia psittaci	VR-854	660 ppm
Enterobacter aerogenes	13048	660 ppm
Enterobacter cloacae	13047	660 ppm
Enterobacter cloacae NDM-1	CDC1000654	660 ppm
Enterococcus faecalis - Vancomycin Resistant (VRE)	51299	660 ppm
Escherichia coli	11229	660 ppm
Escherichia coli NDM-1	CDC1001728	660 ppm
Fusobacterium necrophorum	27852 25286	660 ppm
Klebsiella pneumoniae	4352	660 ppm
Klebsiella pneumonia[1] NDM-1	BAA-2473	660 ppm
Legionella pneumophila	33153	660 ppm
Listeria monocytogenes	15313	660 ppm
Pasteurella multocida	12947	660 ppm
Proteus mirabilis	9240	660 ppm
Proteus vulgaris	9920	660 ppm
Salmonella enterica	10708	660 ppm
Salmonella enteritidis	13076	660 ppm
Salmonella typhi	6539	660 ppm
Serratia marcescens	14756	660 ppm
Shigella flexneri	9380	660 ppm
Shigella sonnei	25931	660 ppm
Staphylococcus aureus	6538	660 ppm
Staphylococcus aureus[1] (MRSA)	33592	660 ppm
Staphylococcus aureus[1] (MRSA) Community Associated	(NRS 384) USA300	660 ppm
Staphylococcus aureus[1] (MRSA) Community Associated	(NRS 123) USA400	660 ppm
Staphylococcus aureus[2] (VISA)	CDC No. HIP-5836	660 ppm
Staphylococcus epidermidis[1] (MDR) Multi-Drug Resistant	12228	660 ppm
Streptococcus pyogenes	19615	660 ppm
Pseudomonas aeruginosa	15442	660 ppm
Pseudomonas aeruginosa[1] (MBL)	CDC 2012059	660 ppm

[1] Antibiotic-resistant strain
[2] Reduced Susceptibility to Vancomycin

Conclusion: **Buckeye Eco Neutral Disinfectant** demonstrated efficacy against the listed bacteria as specified in the test performance standards. The formulation meets EPA requirements for hard surface disinfectant claims when diluted as directed.

Claim:	Contact Time:	Organic Soil:	Water Conditions:
Mildewstat	10 minutes	5%	200 ppm as CaCO$_3$
Test Method:	EPA Approved Method		

Organism	ATCC#	Use-Dilution Concentration
Aspergillus niger	6275	660 ppm (½ oz./gal.)

Conclusion: **Buckeye Eco Neutral Disinfectant** demonstrated efficacy as a mildewstat against the above organism as specified in the test performance standards.

Claim:	Contact Time:	Organic Soil:	Water Conditions:
Citrus Canker Disease Control	10 minutes	5%	Deionized
Test Method: EPA Approved Method			

Organism	Use-Dilution Concentration
Xanthomonas axonopodis (Pathovar citri) (USDA Permit No. 46190)	2000 ppm (5oz. per 3¼ gallons)

Claim:	Contact Time:	Organic Soil:	Water Conditions:
Fungicide	10 minutes	5%	200 ppm as CaCO$_3$
Test Method:	EPA Approved Method		

Organism	ATCC#	Use-Dilution Concentration
Trichophyton mentagrophytes	9533	660 ppm (½ oz./gal.)
Candida albicans	11651	660 ppm

Conclusion: **Buckeye Eco Neutral Disinfectant** demonstrated fungicidal efficacy against the above organisms as specified in the test performance standards.

Claim:	Contact Time:	Organic Soil:	Water Conditions:
Virucide	Varies	5%	200 ppm as $CaCO_3$
Test Method:	EPA Approved Method		

Organism	Source of Virus or ATCC#	Use-Dilution Concentration	Contact Time
Adenovirus Type 4	VR-4 strain RI-67	660 ppm (½ oz./gal.)	10 Min.
Adenovirus Type 7	VR-7	**2640 ppm (2 oz./gal.)**	10 Min.
Hepatitis B (HBV)	Duck Hepatitis B Virus (Hepadna Virus Testing, Inc.)	660 ppm	10 Min.
Hepatitis C (HCV)	Bovine Viral Diarrhea Virus (BVDV-CPE)	660 ppm	10 Min.
Herpes Simplex Type 1	VR-733	660 ppm	10 Min.
Herpes Simplex Type 2	MS Strain	660 ppm	10 Min.
HIV-1 (AIDS Virus)	HTLV-III$_{RF}$ strain	660 ppm	**4 Min.**
Human coronavirus	VR-740 Strain 229E	660 ppm	1 Min.
Influenza A Virus	VR-544 Strain Hong Kong	660 ppm	2 Min.
Respiratory Syncytical virus (RSV)	VR-26	660 ppm	10 Min.
Rotavirus (WA)	Strain WA	660 ppm	10 Min.
Rubella virus	Strain M-33	660 ppm	10 Min.
SARS Associated Coronavirus (SARS)	CDC Strain #200300592	660 ppm	10 Min.
Vaccinia (Pox virus)	Strain IHD	660 ppm	10 Min.

Conclusion: **Buckeye Eco Neutral Disinfectant** effectively inactivated the above viruses specified in the test performance standards. The formulation meets EPA requirements for hard surface disinfectant claims when diluted as directed.

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Claim:	Contact Time:	Organic Soil:	Water Conditions:
Animal Viruses	**10 minutes**	5%	200 ppm as $CaCO_3$
Test Method:	EPA Approved Method		

Organism	Source of Virus or ATCC #	Use-Dilution Concentration	Contact Time
Avian influenza (H5N1)	Strain VNH5N1-PR8/CDC-RG CDC #2006719965	660 ppm (½ oz./gal.)	10 Min.
Avian polyomavirus	Dr. Bruce Calnek, Cornell University	660 ppm	10 Min.
Canine distemper virus	VR-128	660 ppm	10 Min.
Feline leukemia virus	VR-717	660 ppm	10 Min.
Feline picornavirus (calicivirus)	VR-649	660 ppm	10 Min.
Infectious bovine rhinotracheitis	VR-793	660 ppm	10 Min.
Infectious bronchitis [Avian IBV]	VR-22	660 ppm	10 Min.
Newcastle Disease	VR-108, strain B1, Hitchner or Blacksburg	660 ppm	10 Min.
Pseudorabies virus [PRV]	VR-135	660 ppm	10 Min.
Rabies virus	VR-138	660 ppm	10 Min.
Transmissible Gastroenteritis virus [TGE]	VR-763	660 ppm	10 Min.

Conclusion: **Buckeye Eco Neutral Disinfectant** effectively inactivated the above viruses specified in the test performance standards. The formulation meets EPA requirements for hard surface disinfectant claims when diluted as directed.

DIRECTIONS: Disinfects, cleans, and deodorizes the following hard, nonporous, inanimate surfaces: floors, walls, (non-medical) metal surfaces, (non-medical) stainless steel surfaces, glazed porcelain, and plastic surfaces such as polypropylene, polystrene, etc. Remove heavy soil deposits from surface. Then thoroughly wet surface with a use-solution of ½ ounce of the concentrate per gallon of water or equivalent. (Use 2 oz. per gallon of water to kill Adenovirus Type 7.) The use-solution can be applied with a cloth, mop, sponge, or coarse spray, or soaking. For sprayer applications, use a coarse spray device. Spray 6–8 inches from the surface, rub with a brush, cloth or sponge. Do not breathe spray. Let solution remain on surface for a minimum of 10 minutes. Rinse or allow to air dry. Rinsing of floors is not necessary unless they are to be waxed or polished. Food contact surfaces must be thoroughly rinsed with potable water. This product must not be used to clean the following food contact surfaces: utensils, glassware and dishes. Prepare a fresh solution daily or more often if the solution becomes visibly dirty or diluted.

Connecting 1.25 L Bags to Eco Unit

1. Remove 1.25 L bag from carton.
2. To open the Eco unit product compartment, depress the top of the unit with your fingers and pull the compartment down towards you with your other hand.
3. Align Eco unit connector cap lugs with 1.25 L bag metering plug channels. Rotate clockwise to lock in place.
4. Fit 1.25 L bag neatly into product compartment with hose barb pointed downward.
   Ensure chemical line is not pinched.
5. Close Eco unit product compartment.

Dispensing Diluted Product into 32 oz. Trigger Spray Bottle

1. Use appropriate 32 oz. trigger spray bottle, and slide up over 5-inch discharge hose.
2. Push back lever to dispense diluted product.
3. Once trigger spray bottle is filled (approximately 2 inches from top), release lever to avoid overfilling.

Dispensing Diluted Product into Mop and Bucket/Other Equipment

1. Position Eco unit discharge hose into mop bucket or other equipment.
2. Press green button below appropriate product to dispense diluted product.
3. For hands-free operation, push the appropriate green button once to dispense diluted product. Once filled, push the button again to stop product flow.

0.95 L Squeeze & Pour Bottles (S23) – User Instructions:

For mop and bucket applications:
Add 1 oz. per prefilled 2 gallons of water

For Eco 32 oz. trigger spray bottle:
Add ½ oz. per prefilled Eco trigger spray bottle of water

Available in:

1.25 L bags

0.95 L squeeze & pour bottles

Eco Neutral Disinfectant Technical Specifications	
pH in concentrate	7.6 ± 0.2
pH 2 oz./gal. (1:64)	6.8 ± 0.2
pH ½ oz./gal. (1:256)	7.0 ± 0.2
Weight/Gallon	8.31 lbs
Specific Gravity	0.998
Color	Forest Green
Fragrance	Lemon Zest
Active Concentration	660 ppm

Active Disinfectant:
Didecyl dimethyl ammonium chloride.............10.14%
n-Alkyl (C$_{14}$ 50%, C$_{12}$ 40%, C$_{16}$ 10%)
dimethyl benzyl ammonium chloride.................6.76%
Inert Ingredients..83.10%

For more information about E23/S23, scan this code.

Technical Information - United States
February 4, 2020

Coronavirus 2019-nCoV

OVERVIEW

On December 31, 2019, the World Health Organization (WHO) China Country Office was informed of cases of pneumonia of unknown etiology (unknown cause) detected in Wuhan City, Hubei Province of China. A novel coronavirus (2019-nCoV) was identified as the causative virus by Chinese authorities on January 7, 2020.

Coronaviruses (CoV) are 'enveloped viruses' belonging to the subfamily Coronavirinae in the family Coronaviridae that cause illness ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS-CoV) and Severe Acute Respiratory Syndrome (SARS-CoV).

A novel coronavirus (nCoV) is a new strain that has not been previously identified in humans.

Coronaviruses most commonly spread from an infected person to others through:

- the air by coughing and sneezing

- close personal contact, such as touching or shaking hands

- touching an object or surface with the virus on it, then touching your mouth, nose, or eyes before washing your hands

- rarely, fecal contamination
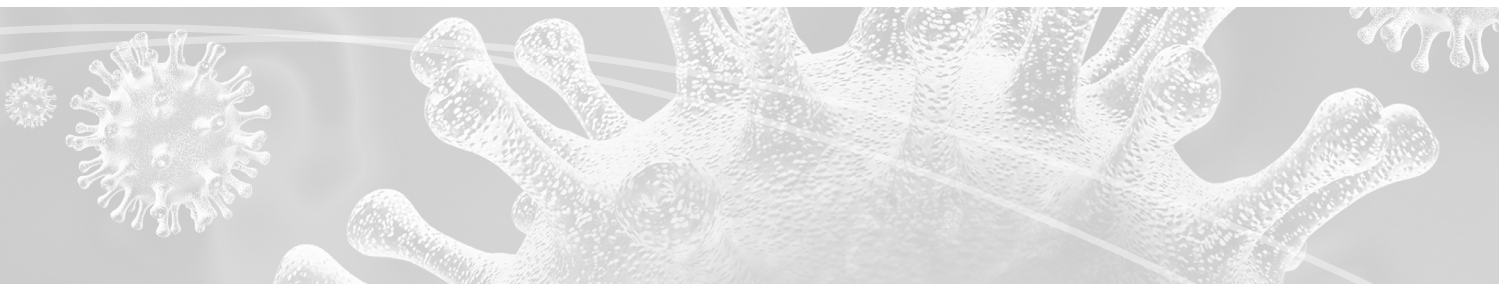
PROTECTION

There are currently no vaccines available to protect against human coronavirus infection. WHO's standard recommendations for the general public to reduce exposure to and transmission of a range of illnesses are as follows, which include hand and respiratory hygiene, and safe food practices:

- **Frequently clean hands by using alcohol-based hand rub or soap and water.**

- **When coughing and sneezing, cover mouth and nose with flexed elbow or tissue – throw tissue away immediately and wash hands**

- **Avoid close contact with anyone who has fever and cough**

- **If you have fever, cough and difficulty breathing, seek medical care early and share previous travel history with your health care provider**

- **When visiting live markets in areas currently experiencing cases of novel coronavirus, avoid direct unprotected contact with live animals and surfaces in contact with animals**

- **The consumption of raw or undercooked animal products should be avoided. Raw meat, milk or animal organs should be handled with care, to avoid cross-contamination with uncooked foods, as per good food safety practices**

Proper Hand Hygiene

As a refresher on proper hand-washing technique using soap and water, please reference our **hand washing video**. To see SC Johnson Professional hand wash and hand sanitizer options visit our **website**.

It is important to note that under FDA regulations, it is prohibited to discuss or promote antiviral claims for hand sanitizers or hand cleansers in the United States without a new drug application. SC Johnson Professional hand sanitizers and hand cleansers do not have a new drug application and have not been tested against this strain of coronavirus.

EPA Guidance For Surface Disinfection

The SC Johnson Professional products listed below have demonstrated effectiveness against viruses similar to 2019 Novel Coronavirus (2019-nCoV) on hard, non-porous surfaces. Therefore, the items listed below can be used against 2019 Novel Coronavirus (2019-nCoV) when used in accordance with the directions for use against Norovirus on hard, non-porous surfaces. Refer to the **CDC website** for additional information.

SKU #	Product Name	EPA Reg. #	Follow Label Directions against the stated virus (contact time)
689945	TruShot Disinfectant Cleaner - Restroom Cleaner and Disinfectant	6836-348-89900	Norovirus (5 minutes)
689950	TruShot Disinfectant Cleaner - For Hospitals	6836-348-89900	Norovirus (5 minutes)
680068	Quaternary Disinfectant Cleaner	6836-78-89900	Norovirus (10 minutes)

You can learn more about the 2019-nCoV outbreak at CDC and WHO websites.

RETHINKING THE PROFESSIONAL EXPERIENCE

Novel Coronavirus (COVID-19)—Fighting Products[i]

The American Chemistry Council's (ACC) Center for Biocide Chemistries (CBC) has compiled a list of products that have been pre-approved by the U.S. Environmental Protection Agency (EPA) for use against emerging enveloped viral pathogens and can be used during the 2019 novel coronavirus (COVID-19) outbreak. This product list is not exhaustive but can be used by business owners, health professionals, and the public to identify products suitable for use against COVID-19.

The information in this document is being provided as a public service. All efforts have been made to ensure the information is accurate, but ACC and CBC make no representations or warranties as to the completeness or accuracy of the information. ACC, CBC, and the product manufacturers listed in this document reserve the right to change, delete, or otherwise modify the information without any prior notice. Persons receiving this information must make their own determination as to a product's suitability prior to use based on the product labeling. ACC and CBC do not guarantee or warrant the standard of any product referenced or imply approval of the product to the exclusion of others that may be available. All products listed are registered for labeled uses in accordance with federal laws and regulations as of the date this document is being made available. State regulations may vary. In no event will ACC or CBC be responsible for damages of any nature whatsoever resulting from the use of or reliance upon products to which the information refers.

For use of the product, please contact the company/distributor to confirm use directions, or consult the EPA approved label at https://www.epa.gov/pesticide-labels/pesticide-product-label-system-ppls-more-information.

Ready to Use Products		
Commercially Available Product Name	**Company/Distributor**	**EPA REG No.**
PURELL Foodservice Surface Sanitizer	GOJO Industries, Inc.	84368-1-84150
PURELL Professional Surface Disinfectant	GOJO Industries, Inc.	84368-1-84150
PURELL Healthcare Surface Disinfectant	GOJO Industries, Inc.	84368-1-84150
PURELL Multi Surface Disinfectant	GOJO Industries, Inc.	84368-1-84150
PURELL Food Processing Surface Sanitizer	GOJO Industries, Inc.	84368-1-84150
Sani-Prime Germicidal Spray	Professional Disposables International, Inc.	9480-10
Sani-HyPerCide Germicidal Spray	Professional Disposables International, Inc.	9480-14
Sani-24 Germicidal Spray	Professional Disposables International, Inc.	42182-9-9480
DETERGENT DISINFECTANT PUMP SPRAY	Stepan Company	1839-83
SC-RTU DISINFECTANT CLEANER	Stepan Company	1839-220
Sanicare TBX	Buckeye International, Inc.	1839-83-559
Clorox Healthcare® Bleach Germicidal Cleaner Spray	Clorox Professional Products Company	56392-7
Clorox Healthcare® Fuzion® Cleaner Disinfectant	Clorox Professional Products Company	67619-30
Clorox Commericial Solutions® Clorox® Clean-Up Disinfectant Cleaner with Bleach₁	Clorox Professional Products Company	67619-17
Clorox Commercial Solutions® Clorox® Disinfecting Spray	Clorox Professional Products Company	67619-21
Clorox Commercial Solutions® Clorox® 4-in-One Disinfectant & Sanitizer	Clorox Professional Products Company	67619-29
Clorox 4 In One Disinfecting Spray	Clorox Professional Products Company	67619-29
CloroxPro™ Clorox Total 360® Disinfecting Cleaner1	Clorox Professional Products Company	67619-38
Clorox Commercial Solutions® Toilet Bowl Cleaner with Bleach1	Clorox Professional Products Company	67619-16
Clorox Commercial Solutions® Clorox® Disinfecting Biostain & Odor Remover	Clorox Professional Products Company	67619-33
Clorox Commercial Solutions® Clorox® Disinfecting Bathroom Cleaner	Clorox Professional Products Company	5813-40-67619
Clorox Commercial Solutions® Tilex Soap Scum Remover	Clorox Professional Products Company	5813-40-67619
Clorox Commercial Solutions® Hydrogen Peroxide Cleaner Disinfectant	Clorox Professional Products Company	67619-24
Clorox Healthcare® Hydrogen Peroxide Cleaner Disinfectant	Clorox Professional Products Company	67619-24
Clorox Clean Up Cleaner + Bleach	The Clorox Company	5813-21
Clorox Disinfecting Bathroom Cleaner	The Clorox Company	5813-40
Clorox Scentiva Bathroom Disinfectant Foamer	The Clorox Company	5813-40
Clorox Toilet Bowl Cleaner with Bleach	The Clorox Company	5813-89
Clorox Toilet Bowl Cleaner Clinging Bleach Gel	The Clorox Company	5813-89
Clorox Multi Surface Cleaner + Bleach	The Clorox Company	5813-105
Clorox Pet Solutions Advanced Formula Disinfecting Stain & Odor Remover	The Clorox Company	5813-110
Clorox Scentiva Bathroom Disinfecting Foam Cleaner	The Clorox Company	5813-115
LYSOL BRAND CLING & FRESH TOILET BOWL CLEANER	RB	777-70
LYSOL BRAND POWER TOILET BOWL CLEANER	RB	
LYSOL BRAND LIME & RUST TOILET BOWL CLEANER		777-81
LYSOL BRAND BLEACH MULTI-PURPOSE CLEANER	RB	
LYSOL BRAND BLEACH MOLD AND MILDEW REMOVER		777-83
LYSOL BRAND POWER PLUS TOILET BOWL CLEANER	RB	777-132
LYSOL® DISINFECTANT SPRAY	RB	
PROFESSIONAL LYSOL® DISINFECTANT SPRAY		777-99
LYSOL® DISINEFCTANT MAX COVER MIST	RB	777-127
BLEACH DISINFECTANT CLEANER	Ecolab Inc	1677-235
KLERCIDE 70/30 IPA	Ecolab Inc	1677-249
PEROXIDE DISINFECTANT AND GLASS CLEANER RTU	Ecolab Inc/Kay Chemical Co.	1677-251
TB DISINFECTANT CLEANER READY-TO-USE	Ecolab Inc/Kay Chemical Co.	1839-83-1677
VIRASEPT	Ecolab Inc	1677-226
PEROXIDE MULTI SURFACE CLEANER AND DISINFECTANT RTU	Ecolab Inc/Kay Chemical Co.	1677-251
TB Quat	Gordon Food Service	70627-2-45133
RTU Disinfectant Cleaner	U S Chemical	70627-2-7546
Protection that Lives on Microban 24 Hour Keeps Killing 99.9% of Bacteria for Up to 24 Hours Multipurpose Cleaner" (Microban 24 Hour Multi-Purpose Cleaner)	The Procter & Gamble Company	4091-21-3573
"Protection that Lives on Microban 24 Hour Keeps Killing 99.9% of Bacteria for Up to 24 Hours Bathroom Cleaner" (Microban 24 hour Bathroom Cleaner)	The Procter & Gamble Company	4091-22-3573
MAPS- 1 RTU	SynBionic Evolution, LLC.	6826-289-92677
Lemon Disinfectant	American Chemical Systems	6836-152-86408
Clear Gear Sports Spray	On Track Enterprises, Inc d/b/a Clear Gear	6836-152-89301
Foster First Defense	HB Fuller Construction Products Inc.	6836-152-63836
Sani-Spritz Spray	Nyco Products Company	6836-152-8370
Don-O-Mite	Edward Don & Company	6836-152-14462
One-Step Disinfectant Cleaner	Schultz Supply Company	6836-152-46493
X-Ray Apron Cleaner Disinfectant	BioXco LLC / MediRedi LLC	6836-289-93240
OXIVIR Tb	Diversey, Inc.	70627-56
All Purpose Virex	Diversey, Inc.	1839-83-70627
OXIVIR 1	Diversey, Inc.	70627-74
Quat Plus TB	Rochester Midland Corporation	1839-83-527
SaniZide Pro 1 Spray	Safetec of America, Inc.	88494-3-67161

SaniZide Pro 1 Wipes	Safetec of America, Inc.	88494-4-67161
Maxim GSC Germicidal Spray Cleaner	Midlab	1839-83-45745
Maxim No Acid Non-Acid Bowl & Restroom Disinfectant Cleaner RB 352 Brite	Midlab	1839-83-45745
Bright Solutions Lemon Zip Disinfectant RTU	Bright Solutions	1839-83-75473
Bright Solutions RTU Bathroom Cleaner Non-Acid Bowl and Restroom Disinfectant	Bright Solutions	1839-83-75473
Disinfectant Spray Cleaner RTU Victoria Bay	Victoria Bay	1839-83-68168
Non-Acid Bathroom Cleaner Victoria Bay	Victoria Bay	1839-83-68168
Fight Bac RTU	Betco Corporation	1839-83-4170
Simple Green Clean Finish	Sunshine Makers, Inc	1839-220-56782

Maxim No Acid Non-Acid Bowl & Restroom Disinfectant Cleaner RB 352 Brite

Bright Solutions Lemon Zip Disinfectant RTU

Dilutable Products		
Commercially Available Product Name	**Company/Distributor**	**EPA REG No.**
Stepan Spray Disinfectant Concentrate	Stepan Company	1839-248
Buckeye Sanicare Lemon Quat	Buckeye International, Inc.	47371-131-559
Buckey Sanicare Mint Quat	Buckeye International, Inc.	47371-131-559
Buckeye Sanicare Pine Quat	Buckeye International, Inc.	47371-131-559
Buckeye Sanicare Quat 128	Buckeye International, Inc.	47371-130-559
Buckeye Sanicare Quat 256	Buckeye International, Inc.	47371-129-559
Buckeye Sani-Q^2	Buckeye International, Inc.	6836-266-559
Buckeye Terminator	Buckeye International, Inc.	6836-75-559
Buckeye Eco Neutral Disinfectant	Buckeye International, Inc.	47371-129-559
Buckeye Eco One-Step Disinfectant-Deodorizer-Cleaner	Buckeye International, Inc.	6836-78-559
CloroxPro™ Clorox® Germicidal Bleach	Clorox Professional Products Company	67619-32
Clorox Disinfecting Bleach2	The Clorox Company	5813-111
Clorox Performance Bleach1	The Clorox Company	5813-114
Clorox Germicidal Bleach3	The Clorox Company	5813-114
PROFESSIONAL LYSOL® HEAVY DUTY BATHROOM CLEANER CONCENTRATE	RB	675-54
LYSOL BRAND CLEAN & FRESH MULTI-SURFACE CLEANER	RB	777-89
14 PLUS ANTIBACTERIAL ALL PURPOSE CLEANER	Ecolab Inc	6836-349-1677
20 NEUTRAL DISINFECTANT CLEANER	Ecolab Inc	47371-129-1677
A-456 II DISINFECTANT CLEANER	Ecolab Inc	6836-78-1677
BOOST 3200	Ecolab Inc	63761-8-1677
BOOST 3200 CIP	Ecolab Inc	63761 -8-1677
BOOST SURFACE TREATMENT	Ecolab Inc	63761-10-1677
CLICKSAN DISINFECTANT/SANITIZER	Ecolab Inc/Kay Chemical Co.	6836-305-5389
COSA OXONIA ACTIVE	Ecolab Inc	1677-129
FOOD CONTACT QUAT SANITIZER	Ecolab Inc	6836-70-541
KAY SURFACE SANITIZER	Ecolab Inc/Kay Chemical Co.	6836-70-5389
KAYQUAT II	Ecolab Inc/Kay Chemical Co.	6836-266-5389
MULTI-PURPOSE NEUTRAL PH GERMICIDAL DETERGENT	Ecolab Inc	47371-131-1677
NEUTRAL DISINFECTANT CLEANER	Ecolab Inc	47371-129-1677
OASIS 499 HBV DISINFECTANT	Ecolab Inc	6836-78-1677
OXONIA ACTIVE	Ecolab Inc	1677-129
OXYCIDE DAILY DISINFECTANT CLEANER	Ecolab Inc	1677-237
PEROXIDE MULTI SURFACE CLEANER AND DISINFECTANT	Ecolab Inc/Kay Chemical Co.	1677-238
QUATERNARY DISINFECTANT CLEANER	Ecolab Inc	6836-78-1677
SANI QUAD FOOD SERVICE SANITIZER	Ecolab Inc/Kay Chemical Co.	6836-70-1677
SANITIZER / COMMERCIAL SANITIZER	Ecolab Inc	6836-302-1677
SUPER SAN FOOD SERVICE SANITIZER	Ecolab Inc/Kay Chemical Co.	6836-305-1677
TRIPLE PLAY	Ecolab Inc/Kay Chemical Co.	47371-131-541
Clean Quick Broad Range Quaternary Sanitizer	The Procter & Gamble Company	6836-278-3573
multi-quat mega-1	Intercon Chemical Company	6836-77-48211
TEC-QUAT 128	Getinge USA Sales, LLC	6836-77-10648
CEN-KLEEN IV	ARJO HUNTLEIGH, INC. D/B/A ARJOHUNTLEIGH	6836-75-45556
ACS Tornado 1 - One Step Disinfectant	American Chemical Systems	6836-75-86408
Performex	Brulin & Co., Inc.	6836-364-106
Germ-A-Cide 64	Detco Industries, Inc.	47371-131-58111
128 E-Fecticide	Multi-Clean Inc.	6836-365-5449
256 Century Q	Multi-Clean Inc.	47371-129-5449
Q.T.Plus	Hillyard Industries, Inc	6836-77-1658
Q.T. 3	Hillyard Industries, Inc	6836-349-1658
Dakil S	Davis Manufacturing and Packaging, Inc.	47371-129-50591
Centraz San Sol 10	Centraz Industries, Inc.	6836-266-9194
Simple Green d Pro 5	Sunshine Makers, Inc.	6836-140-56782
Medline Micro-Kill NQ5	Medline Industries, Inc	6836-364-37549
Classic Whirlpool Disinfectant and Cleaner	Central Solutions, Inc.	6836-75-211
OPI SpaComplete	OPI Products, Inc.	6836-77-70397
CONFIDENCE PLUS 2	WALTER G LEGGE CO/MINE SAFETY APPLIANCES COMPANY	47371-130-4204
Coastwide Professional Hepastat 256	Staples Contract & Commercial LLC	6836-78-86226
Brighton Professional Hepastat 256	Staples Contract & Commercial LLC	6836-78-86226
128 Disinfectant	Dalco Enterprises, Inc	6836-365-87580
3M™ Quat Disinfectant Cleaner Concentrate	3M	6836-78-10350
3M™ Neutral Quat Disinfectant Cleaner Concentrate	3M	47371-129-10350
3M™ Disinfectant Cleaner RCT Concentrate	3M	6836-349-10350
3M™ MBS Disinfectant Cleaner Fresh Scent Concentrate	3M	6836-361-10350
3M™ MBS Disinfectant Cleaner Concentrate	3M	6836-361-10350
GASCO Quaternary Sanitizer	GASCO INDUSTRIAL Corp.	6836-266-81974
MixMate Germcidal Cleaner	U S Chemical	47371-131-7546
Lemon Cleaner	U S Chemical	47371-131-7546
Pine Cleaner Disinfectant	U S Chemical	47371-131-7546
Extra Spearmint Germicidal Detergent and Deodorant	U S Chemical	47371-131-7546
Sanifect Plus 1	U S Chemical	47371-131-7546
Sanifect Plus 2 Fresh N Clean	U S Chemical	47371-131-7546
Neutral Disinfectant Cleaner	Gordon Food Service	47371-131-45133
Germicidal Cleaner and Disinfectant	Gordon Food Service	47371-131-45133
MixMate Non-Acid Restroom Cleaner & Disinfectant	U S Chemical	6836-75-7546
MixMate Microtech Non-Acid Restroom Cleaner & Disinfectant	U S Chemical	6836-75-7546
Array Non-Acid Restroom Cleaner & Disinfectant P	Gordon Food Service	6836-75-45133
OXY-TEAM™ DISINFECTANT CLEAENER	Diversey, Inc.	70627-58
VIREX™ II / 256	Diversey, Inc.	70627-24
Virex Plus	Diversey, Inc.	6836-349-70627
G-5 Sanitizer	Diversey, Inc.	6836-266-70627
Wide Range II Non-Acid Disinfectant Washroom Cleaner Concentrate	Diversey, Inc.	6836-75-70627
Avert Sporicidal Disinfectant Cleaner	Diversey, Inc.	70627-72
United 255 DISINFECT PLUS	UNITED LABORATORIES INC	47371-131-9250
Enviro Care Neutral Disinfectant	Rochester Midland Corporation	47371-131-527
PURTABS	EarthSafe Chemical Alterantives, LLC	71847-6-91524
PUR:ONE	EarthSafe Chemical Alterantives, LLC	71847-7-91524

Mint Disinfectant Plus	Gurtler Industries, Inc.	6836-75-47567
pH7Q	Betco Corporation	47371-131-4170
Quat Stat 5	Betco Corporation	6836-361-4170
Triforce	Betco Corporation	6836-349-4170
Symplicity Sanibet Multi-Range Sanitizer	Betco Corporation	6836-266-4170
Pine Quat	Betco Corporation	47371-192-4170
Quaternary Disinfectant Cleaner	SC Johnson Professional	6836-78-89900
TruShot Disinfectant Cleaner For Hospitals	SC Johnson Professional	6836-348-89900
TruShot Disinfectant Cleaner Restroom Cleaner & Disinfectant	SC Johnson Professional	6836-348-89900
Whizzer	Mueller Sports Medicine	6836-77-10118
Formula 17750 Wintermint	Chemsafe International	47371-131-55731
Formula 17822 Deo-Clean Multi	Chemsafe International	47371-131-55731
SUPER 60 PYM 64 FOAMER	Pioneer Chemical Co.	47371-131-151
PC-30F M-KYL 128 FOAMER	Pioneer Chemical Co.	6836-136-151
Neutra-Tec 64	Surtec, Inc.	47371-131-40714

Wipe products		
Commercially Available Product Name	**Company/Distributor**	**EPA REG No.**
PURELL Professional Surface Disinfectant Wipes	GOJO Industries, Inc.	85150-1
PURELL Foodservice Surface Sanitizing Wipes	GOJO Industries, Inc.	84150-1
Sani-Cloth Prime Germicidal Disposable Wipe	Professional Disposables International, Inc.	9480-12
Buckeye Sanicare Disinfecting Wipes	Buckeye International, Inc.	6836-313-559
Clorox Healthcare® Bleach Germicidal Wipes	Clorox Professional Products Company	67619-12
Clorox Healthcare® VersaSure® Wipes	Clorox Professional Products Company	67619-37
Clorox Commercial Solutions® Clorox® Disinfecting Wipes	Clorox Professional Products Company	67619-31
Clorox Commerical Solutions® Hydrogen Peroxide Cleaner Disinfectant Wipes	Clorox Professional Products Company	67619-25
Clorox Healthcare® Hydrogen Peroxide Cleaner Disinfectant Wipes	Clorox Professional Products Company	67619-25
Clorox Disinfecting Wipes	The Clorox Company	5813-79
I7 DISINFECTANT WIPES	Ecolab Inc/Kay Chemical Co.	6836-340-1677
MULTI PURPOSE DISINFECTING WIPES	Ecolab Inc	6836-340-1677
SCRUBS® MEDAPHENE® Plus Disinfecting Wipes	ITW Pro Brands	6836-340-11694
Wipes Plus Disinfecting Wipes 1	Progressive Products, LLC.	6836-340-75399
Handyclean™ Steridol Wipes	Diamond Wipes International, Inc.	6836-340-74058
Monk Disinfectant Wipes	Dreumex USA, Inc.	6836-313-91910
SONO Ultrasound Wipes	Advanced Ultrasound Solutions, Inc.	6836- 340-89018
SONO Disinfecting Wipes	Advanced Ultrasound Solutions, Inc.	6836- 340-89018
Oxivir 1 Wipes	Diversey, Inc.	70627-77
OXIVIR™ WIPES	Diversey, Inc.	70627-60
CLAIRE BROAD SPECTRUM GERMICIDAL & DISINFECTANT WIPE	Claire Manufacturing Company	6836-340-706
NASSCO PRO SERIES 88 BROAD SPECTRUM GERMICIDAL & DISINFECTANT WIPES	NASSCO Inc	6836-340-18166
LCP BROAD SPECTRUM GERMICIDAL & DISINFECTANT WIPES	LOR Cleaner Products	6836-340-88324
SSS TRIPLE S DISINFECTANT WIPES	Triple S	6836-340-12120
BROAD SPECTRUM GERMICIDAL DISINFECTANT HEALTH CARE WIPES	Kandel & Son Inc	6836-340-40976
Touch Point Plus Disinfectant Wipes	Innocore Sales & Marketing	6836-340-92977

As a public service, CBC is maintaining this list of antimicrobials that have proven to be effective against stronger pathogens, such as norovirus or ebola. By publishing and maintaining this open list, CBC relieves federal, state, and local health officials' resources in order to focus on other aspects of the important effort to limit spread of this new disease. Listing is voluntary and compliance with EPA's "emerging viral pathogen" guidance for antimicrobial products is verified by CBC. CBC will be working with federal and state officials to disseminate the list and make it accessible to all those who need to be in the know.

[i] To include a product on CBC's list of Coronavirus—Fighting Products, please contact Ms. Komal K. Jain at komal_jain@americanchemistry.com

Updated 3/3/2020

Arlington Public Schools

Fall 2020 Proposed Reopening Plan

Presented to School Committee and Families

August 10, 2020

Dr. Kathleen Bodie, Superintendent

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Superintendent's Message

August 10, 2020

Dear Arlington School Committee, Arlington Public Schools Families, and Colleagues,

I want to acknowledge the work of the School Committee, District Central Office Team, Principals, Assistant Principals, Curriculum Leaders, and Department Heads including Counseling and Social-Emotional Learning, Nursing and METCO, the Information Technology Department, the Facilities Department, Special Education Coordinators, and many educators. This wide-ranging team of leaders worked in a coordinated manner to make this Transition to School Plan possible. In addition, the Arlington Education Foundation provided financial support so that many of Arlington's teachers and administrators could take a Harvard Graduate School of Education course in Online Learning Strategies.

APS parents provided key contributions by attending listening sessions, responding to surveys, and serving on advisory committees.   Students also participated in responding to surveys, attending listening sessions across all levels as well as in working groups at the high school level. This back to school plan is the result of a broad community-based effort across Arlington.

The Department of Elementary and Secondary Education asked districts to develop preliminary reopening of school plans for three models:

1. In-person learning with new safety requirements: In this model, all students return in person to school settings that are appropriately modified to accommodate health and safety requirements.
2. Hybrid learning: In a hybrid model, students would alternate between in-person and remote learning either by alternating days or weeks in the event that all students are not able to be back to school due to health and safety requirements.
3. Remote learning: This model provides a learning plan for students who cannot yet return in-person, and for all students in the event of future classroom or school closures due to COVID-19.

Arlington's preliminary plans can be found on the district website. The development of these plans had as priorities: health and safety, equity, social-emotional well-being, academic engagement and return to learning, and a commitment to educator professional development and collaboration and two-way communication with all members of the APS community.

While the District recognizes that there is no equivalent substitute for students being in school to learn, based on this wide-ranging input, as well as the space feasibility study conducted by principals in early July, we cannot recommend a full return of all students to school in September.

The recommendation for the reopening of schools in September is that students return to school in a hybrid model, provided that the status of COVID-19 cases in Arlington and the state are within metrics provided to districts by the Governor of the Commonwealth and Department of Elementary and Secondary Education (DESE). During the coming weeks, the District will continue to develop both the hybrid and the remote plans for all levels. Continued development of both plans will ensure that both alternatives are available for the start of school and the District can open in accordance with the state's guidance and metrics at that time.

Identified high needs students will attend school in-person four days a week under the hybrid and remote plan. The APS elementary after-school programs will follow the same hybrid model as the elementary schools.

Families at all levels will be provided with the opportunity to choose a remote learning program, which will primarily be taught by Arlington teachers. The schedule for this program will parallel the remote program that is being developed for all students should it be necessary to transition to an all-student remote plan from a hybrid plan. However, the choice remote program and the all-student remote plan will remain distinct from each other. Parents and guardians will be asked to commit to a choice remote program by August 20. The choice will be binding. With two weeks notice, parents/guardians may request a return to the hybrid program, but any return will be subject to space availability. Further information will be sent to parents regarding this option.

A further recommendation is that the Arlington Public Schools (APS) apply for a waiver from DESE for September 16-18 for teacher professional development and planning. On July 27, the Commissioner of Education reduced the number of required school days from 180 to 170 in order to provide sufficient training and preparation time for educators and staff prior to the start of the school year, but with the caveat that students begin receiving instruction on September 16. Since the school year begins in Arlington on September 8, APS educators and staff would have only six days of preparation prior to September 16. An application for a waiver from this requirement to start instruction on September 16 can be submitted to DESE by August 14.

Assuming approval of the waiver application, we further recommend that schools reopen on September 21 at all levels. At the elementary level, a phase-in plan for students returning to school will be developed for the week of September 21. The phase-in week will have small groups of students coming to schools, as well as a remote instruction plan for the week.

While having all students return to school in-person for two days every week in the hybrid plan is the goal for all students beginning on September 21, most high school students will begin the school year remotely. This District needs to analyze and resolve ventilation issues in certain areas of the high school campus. The completion date for this work is yet to be determined.

The District has been performing an evaluation of the ventilation systems in all K-8 schools, beyond the usual maintenance performed every summer. Parmenter School is opening in the fall for preschool students. All of the HVAC systems in elementary and middle school buildings will be adjusted to maximize the amount of fresh air flowing into classrooms and those systems will run 24/7. However, before the heating season begins, readjusting dampers and repairing air leaks in the system at Ottoson Middle School will require the school to operate according to the remote learning plan for about two weeks.

The Arlington Board of Health is developing a COVID-19 testing program for APS educators and staff before schools reopen. Testing will be free and administered at a site in Arlington with 24-36 hours turn-around time. The testing will continue through the school year as needed.0

This recommendation is made based on the current status of state guidance, and input from APS families, students, and staff. The District is grateful for the work that all stakeholders have engaged in, and pledges to continue working collaboratively with the community to ensure that the 2020-2021 school year is safe, equitable, engaging, and responsive to changing situations and needs. Together we will support all our learners in this challenging environment.

Sincerely,

Kathleen Bodie, Ed.D.

Superintendent of Schools

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Background and Context

Massachusetts Department of Elementary and Secondary Education (DESE) released its Initial Fall Reopening Guidance on June 25, 2020. Following the initial guidance, the DESE provided updates and additions throughout the summer. Most of these are found on the COVID-19 On the Desktop Messages. Topics include facilities and operations, transportation, courses requiring additional safety considerations, remote learning, and additional staff training days this fall. Separately, the State shared Guidance on Fall 2020 Special Education Services.

In brief, DESE encouraged districts across the state to study the current conditions of their schools with the desire of having students return to school in the fall. This requires students and staff to maintain social distances of three to six feet throughout the day to the extent possible, to wear face-masks (grades 2-12), and to significantly minimize the amount of movement and interaction that takes place during a traditional school day. The guidance provided by the MA DESE and endorsed by medical professionals, sets the expectation that the benefits of children returning to school this fall, while minimizing risk, outweighs the potential health risks according to the research gathered on COVID-19, at this point.

The district created a COVID-19 Operation Reopening of Education (CORE) planning team with a steering committee to work on developing plans in accordance with the DESE guidance. This chart shares the components of the planning team.

CORE Steering Committee

Communications

Finance/HR
- Budget
- Contracts
- Benefits
- Personnel

Instructional Teaching & Learning/SEL
- Curriculum Maps
- Assessment
- Special Education (Instruction)
- ELL
- Remote Learning
- SEL
- Professional Development
- Digital Literacy

School/District Operations
- Health & Safety
- Food Service
- Technology
- Transportation
- After-school Programs
- Daycare
- Athletics & Extra-curricular
- Facilities

Student Services
- Counseling/Social Workers
- McKinney Vento
- METCO
- 504 Plans
- Special Education
- ELL/Translations

School-based Committees

Preschool

Elementary Principals
- *Building Leadership Teams*

Middle Schools
- *Building Leadership Teams*

High School
- *Faculty Senate*
- *Athletics*

Steering Committee members are:

|	
Central Administration Kathleen Bodie, Superintendent Roderick MacNeal, Jr., Assistant Superintendent Michael Mason, Jr., Chief Financial Officer Alison Elmer, Director of Special Education Rob Spiegel, Director of Human Resources Julie Dunn, Grants and Communications David Good, Director of Information	**Ancillary Services and Other Departments** Jim Feeney, Interim Director of Facilities Susan Franchi, Director of Nursing Denise Boucher, Director of Food Service Steve Angelo, Transportation Director Margaret Thomas, METCO Director Cindy Sheridan-Curran, Security and Homeless Liaison Juliana Keyes, Teacher and AEA Teachers

Technology **Principals** Matthew Janger, AHS Principal (9-12) Brian Meringer, Ottoson Middle School Principal (7-8) Fabienne Pierre-Maxwell, Gibbs Middle School Principal (6) Mark McAneny, Elementary Principal (K-5)	Union Representative Todd Morse, Director of Arlington After School Programs

In preparation for the reopening of school, DESE required school districts to outline three plans:

- A plan for in-person instruction with a goal of returning virtually all students to school full-time
- A hybrid model of in-person coupled with remote learning
- A plan for fully remote instruction

DESE required districts to assess the facilities, safety, scheduling, and instruction for each of the three plans. Although DESE released guidance documents to support the planning of multiple components of the school day, it is important to note that the guidance is subject to change based on medical and scientific developments. Depending on guidance from DESE as well as the Department of Health, districts may need to flow in and out all three models at any given time.
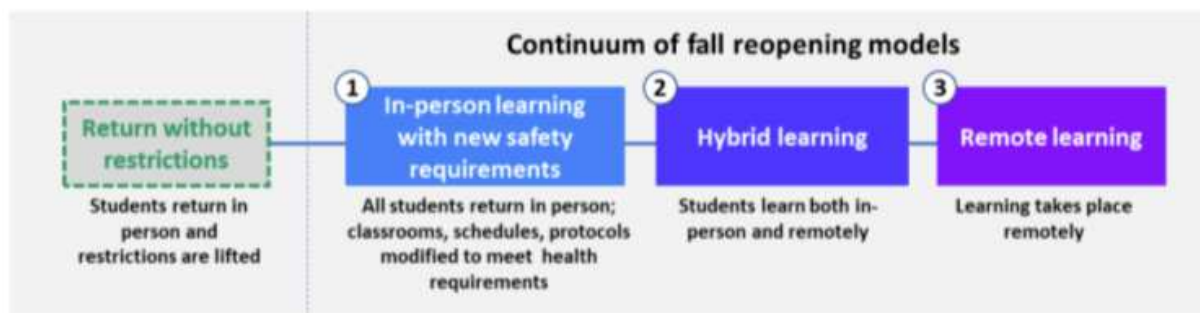
DESE required districts submit their reopening plans through a two step process:

- School districts submitted a preliminary reopening plan by July 31st. DESE committed to responding with comments and requests for adjustments by August 7.
- By August 14th, districts are requested to submit their comprehensive plan documents.

This document outlines Arlington's response to DESE's continuum of fall reopening models shared in the image below.

Arlington Public Schools sought feedback from multiple stakeholders in the creation of this plan for return to instruction. Starting in the spring, teams of educators met regarding updating curriculum to account for the changes in spring 2020. Teams also met to study technology improvements and software choices for adoption to support student learning both to allow students to retain skills over the summer and to support any need to teach remotely in the 2020-21 school year. During the summer, teams of educators met at the elementary, middle and high school levels to assess building spaces, create and review potential schedules, and to incorporate student support and social-emotional services across all potential plans.

In addition, school principals meet with their buildings based leadership teams on an ongoing basis throughout the summer to prepare for reopening school. Additional input to the plans were provided by parents through surveys and focus groups and listening sessions both at the district and the school level. APS staff also provided responses to surveys and district leaders held listening sessions with a broad range of educators in listening sessions at the elementary, middle, and high school levels. Students also responded to a summer survey, participated in listening sessions, and at the high school level, participated in working groups.

Feasibility Analysis

Arlington Public Schools submitted a feasibility analysis to DESE as part of the preliminary plan shared with the state. Following the guidance from DESE, principals in all ten schools conducted an analysis of classroom spaces, as well as auxiliary spaces to determine how many desks could be placed at three feet and six feet distance seat to seat.

In all of the elementary schools, placing desks at a three feet distance would allow all students to return in person to classrooms wearing masks. However, DESE guidelines for safe social distancing state that in order to eat lunch and snacks and take mask breaks, students should be distanced at six feet. Therefore, students in classrooms with desks spaced at three feet would need to eat or take mask breaks at different times or move to a space where they could be socially distanced at six feet.

Elementary principals first determined the number of students who could eat lunch at six feet in the cafeteria with existing tables and then with the replacement of tables with desks. The number of students who could be accommodated for lunch with tables as compared to desks ranged from 16% fewer students to 45% fewer students with an average differential of 27%.

Using desks in cafeterias as well as gyms, the number of lunch periods that would be necessary ranged from six lunch periods to 23 periods. The Director of Facilities estimated that the custodial staff would require a minimum eight minutes between lunch periods in order to sanitize the desks, which would extend the time in the school day for lunch periods in all schools.

Since the gym in each elementary school would be needed to provide space for multiple lunch periods, the gym would not be available for mask breaks for most of the school day. Mask breaks would need to either happen in classrooms at staggered times or happen outside.

At the **Gibbs School** (sixth grade), the classroom capacity of desks spaced at three feet ranged from 17 to 21 students within each learning community (four teachers – math, science, ELA and history/social studies). The total number of students who could be accommodated would be 361 students. The expected enrollment in September is 505. In order to accommodate the expected enrollment 1.5 learning communities would need to be added using all exploratory classrooms, as well as the library.

If tables are removed from the cafeteria and replaced with desks to have six feet distance between students, only 35 students could be seated during a lunch period. If desks were also spaced at six feet in the gym, then an additional 68 students could eat lunch during the same period. The school would require six lunch periods, if students remain in cohorts for lunch. Given the span of time needed for lunch and cleaning, the gym would not be available for any other purpose most of the school day.

At the **Ottoson Middle School,** (seventh and eighth grades) all students could be accommodated in classrooms at three feet spacing. However, the cafeteria can only seat 56 students at six feet distance for lunch. If desks are placed in both gyms, an additional 207 students can eat lunch during the same period. Even with expanding lunch seating to the gyms, the number of lunch periods will need to increase to accommodate 950 students, which will necessarily require changing the schedule, eliminating large interior spaces most of the day for mask breaks and in-person physical education classes.

At the **high school**, it will be extremely difficult to accommodate all students in classrooms, even at three feet spacing. The high school has a limited number of classrooms (52) that can accommodate 20-22 students at the three foot distance. Only roughly ⅓ of classrooms meet the recommended size. Even before COVID 19, our classroom usage was over 90% and it is expected to be higher this year given that enrollment will increase to over 1,500 students. In order to keep classes at a cap of 20-22 students the high school will require more course sections and likely would require creation of multiple classrooms in the two gyms. However, in

order to accommodate over 1,500 students for lunch with students spaced at six feet, the high school will require 4 lunches and use of the two gyms as well.

The four lunches could be held in overlapping shifts to allow cleaning between with the cafeteria accommodating 150 students with desks or 90 students with existing tables. The two gyms with six feet spacing can hold 350 and 175 students respectively. That, however, would conflict with use for classrooms. Mask breaks can only occur in classrooms on a staggered basis or outside.

For the **high school,** an engineering firm has been hired to evaluate the ventilation system. The report has not been submitted at this time. Rooms not meeting recommended fresh air standards for COVID-19 safety will not be scheduled for classes in the fall. Last year the classroom utilization rate was ninety percent.   It is challenging to schedule a high school at this rate of utilization. If even five percent of the classrooms prove to be not usable this fall, the impact on the high school will be significant. The necessary repairs to the HVAC system, if needed, will need to be considered in light of the demolition schedule for buildings in the construction of the new high school, which has begun.

Without COVID-19, construction at the high school has presented challenges for how classrooms facing the construction site can be ventilated and protected from ambient dust and noise.

Desk Acquisition: Assuming that all students return to school, the District would need to purchase between 1.000 and 2,000 desks to accommodate students during lunch periods.

Guiding Values and Priorities

Reflection on Values

Throughout our return to school planning process, we have identified Guiding Values to drive our decision-making. The most important is the health, safety, and well-being of our school community.

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Guiding Values for Returning to School

- Health, safety, and well-being of our students, staff, and families above all else.

- Equity will remain at the core of our work as we design learning programs for students.

- We will support student and staff social-emotional well-being, acknowledging that the school experience will be very different when compared to previous years.

- We will consider the strengths and limitations of returning to school for all stakeholders: students, families, staff and community, and build in continued flexibilities.

- We will need to be flexible and fluid in how we deliver instruction to ensure that we address student learning in age-appropriate ways.

- Ensure that plans are sustainable and take into account the mental, physical, social, and emotional needs of the school community.

- We recognize the continued investment needed in professional development to support our staff in creating engaging, high-quality, digital learning environments.

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As submitted to DESE, and reflecting the values above, the following are the top priorities of the district that guide this plan:

Safety, Equity, Engagement, Collaboration, Communication, Guiding Documents

- The mental and physical safety of all the adults and students in the district
- Equity in learning for all students
- Highly engaged teaching and learning
- Teacher collaboration
- Two-way communication with students/families
- Guiding documents that reflect our values
  - [Vision of Student as a Learner and Global Citizen](#)
  - [Transferable Skills](#)

In preparation for opening in the fall, Arlington Public Schools has already made a significant number of investments in the priority areas to prepare for the beginning of school. Readers will

find more details on these areas in later sections of this document, but this is a summary of work completed already.

- Physical safety of adults and students
    - The district has purchased additional cleaning supplies, established hand-washing stations, In addition, building ventilation is being improved.
    - Required PPE has been collected
- Equity in learning for all students
    - Normal summer educational programs offered by the district have been offered this summer, including Extended School Year, Summer English Language Learner Programs and summer Title I programming
    - Additional summer programming has been provided: - small group and individual tutoring sessions for Boston-resident students who participate in the METCO program, and the expanded summer programming in district at the elementary and secondary levels.
    - The IT Department has continued to improve its ability to offer remote learning for a variety of levels, and ensuring families have access to the appropriate technology at home
- Highly engaged teaching and learning
    - Administrators and and teachers have been planning changes to the curriculum based on the experience of the last three months of last school year, changing both scope and sequencing and working to adapt curricula to flexibly move between educational models
    - The district is reviewing staffing needs and allocation, ensuring that the appropriate levels of staffing are available to engage and support all students,
- Teacher collaboration
    - Many teachers are pursuing professional development this summer to learn best practice in remote learning, with 54 educators enrolled in a Harvard course on Developing Strategies for Online Learning (Thanks to the Arlington Education Foundation for the funding)
    - Two cohorts, one of administrators and another of nurses, counselors and teachers have taken Anti-Racist Teaching Practices offered by the EDCO-IDEAS program, learning to collaborate and supprt each other in a journey toward anti-racist educational practices

Phases of Implementation - Overview of the Transition to School

The Arlington community has continued to see COVID-19 mitigation efforts prevail. Families can view the most up-to-date data on the [Town of Arlington COVD-19 Data Dashboard.](#) Arlington families have done their part these past few months to reduce the spread of the virus. Our community has committed to limiting interactions, staying at home, and wearing face masks when social distancing wasn't feasible. Experts agree, a safe reopening to school isn't just about the adjustments a school makes. It's also about how much virus is circulating in the community, which affects the likelihood that students and staff will bring COVID-19 into their classrooms.

Arlington Public Schools will follow these phases in the return to school, in all models:

The MA Department of Elementary and Secondary Education (DESE) has designated ten school days at the beginning of the year that districts can use for teacher professional development and collaboration. As a result, the state announced a start date for the return of students to school for September 16. However, districts that have fewer days for professional development than 10 due to the date of opening can apply for a waiver to allow school districts to have 10 days before students return to school. Given that APS reopens on September 8, this DESE mandate, which was agreed to with teacher unions, would provide only six professional development and planning days before September 16. The recommendation is that Arlington apply for a waiver of three additional days.

If the waiver is approved, students will return to school the week of September 21. The recommendation is that students begin with a phased-in hybrid model combined with synchronous and asynchronous remote instruction during the week of September 21 with a full implementation of the hybrid educational program during the week of September 28.

Educators are carefully planning the first six weeks to re-acclimate students to school structure and new routines, informing and practicing health protocols, focus on community building and social-emotional well-being, and assessing content knowledge and skills.

AHS Fall 2020 Strategic Phase-in Proposal

Because of both the age and the growing population of the high school, we are limited in adequate spaces for socially distanced instruction. Prior to the current pandemic AHS was already using classrooms at a rate over 95% and this included repurposing many small spaces to create extra classrooms. Our feasibility review of classroom spaces found only 52 classrooms which could accommodate 9-12 students with 6 foot spacing. It would require more than this to house half the school under these conditions. In addition, the facilities department has

identified challenges around our ability to confirm adequate ventilation to rooms, which could further reduce our usable spaces.

For this reason, we propose to begin the school year focused on remote instruction and to phase in a hybrid model focused on those students who have a high need for in-person instruction. The state defines this population as follows:

"prioritize the following student groups for full-time in-person instruction:
1. Students with disabilities and English learners, particularly those with more intensive needs;
2. Students whose parents/caregivers report that they do not have access to reliable internet or a suitable learning space at home (particularly students experiencing homelessness or housing insecurity and students in foster care or congregate care);
3. Students who are significantly behind academically;
4. Students who were disengaged and/or who struggled significantly during previous remote learning periods…" (Riley, *Remote Learning Guidance for Fall 2020*)

We propose to follow this approximate schedule. Exact dates and activities will depend, in part, on identifying adequately ventilated spaces in the building, the needs of the specific student populations, and logistics.

Phase 1 9/16-10/2 (12 days)	Begin remote instruction for general education Phase in in-person instruction for categories 1-4 in priority order Possible outdoor in-person meetings for grade 9 orientation
Phase 2 10/5-10/23 (14 days)	Continue remote instruction for general education Continue to phase in in-person instruction as able for categories 2-4. Possible outdoor in-person meetings for gen ed. classes
Phase 3 10/26-on	Based on epidemiology, policy, and facility information: Continue with Phase 2, or Consider capacity to adopt some hybrid in-person instruction

Communications

This summer, the district has been engaging in a multi-level two-way communication process. To gather ideas, reactions, hopes, fears and suggestions, the district has held:
- Listening sessions with families at the elementary, middle and high school levels
- Listening sessions with students at the elementary, middle and high school levels
- Dedicated listening session with METCO families
- Dedicated listening session co-hosted by Special Education Advisory Council with families of student who receive special education services
- All listening sessions included a method for listening forms to be submitted in writing

The district has also:
- Shared surveys with families
- Shared surveys with students
- Included family members and students on the Safe and Supportive Schools Advisory Council

District administrators also made all the above forms of providing input to all APS staff.

Information has been shared by the district through weekly School Committee meetings held every Thursday evening of the summer.

Individual schools have also been communicating with families and APS staff members in a variety of methods consistent with established communication norms.

Choosing the In-Person or the Remote Learning Program

Families with students in grades K-12 will have the option to enroll their students in an In-Person or a Remote Learning Program for a specified period of time to be determined by the Superintendent. The In-Person model that has been chosen as the goal for the opening of the school year is the Hybrid Option. Families will need to select the option that is most appropriate for their family's needs and situation. This choice is personal and unique to each student and their family.

The Remote Learning Program will provide all subject areas, both core and specials, as well as electives at the high school level. The remote program will include both synchronous and

asynchronous instruction with attendance required. Students will be expected to complete assignments and their work will be graded. Students in this program will remain enrolled in the Arlington Public Schools.

In-person classes will be designed around the need to maintain safe distancing at all times, and balancing the enrollment numbers safely. All requests to change to In-person enrollment will be evaluated based on available space in each grade level and each school.

Should a family want to request a change in enrollment, a minimum of two weeks notice will be required. The decision will be at the discretion of the Superintendent who will also be in contact with the School Principal.

PreK information will be sent separately to all Pre-K families.

K-12 Student Enrollment Options (a one-year commitment)		
K-6 (Elementary)	**In-Person: Hybrid Mode:** In-Person and Remote Learning	**K-6 Remote Learning Program:** Full remote learning experience
7-12 (Secondary)	**In-Person: Hybrid Mode:** In-Person and Remote Learning	**7-12 Remote Learning Program:** Full remote learning experience

Equity and Student Engagement

Social/Emotional Learning (SEL):

The district understands that in all circumstances, educators will need to be cognizant of equity when students return to school. In particular, with new classroom management procedures and behavioral expectations, educators will need to be mindful of equity considerations. Students with disabilities, students of color and other high needs students often experience inequity in their school experience, and the district will focus minimizing various inequities for these groups of students.

The elementary team in particular has shared the following thoughts on SEL: Educators will be learning and collaborating to create *Caring Connected Classroom Communities* that employ specific practices, routines, and strategies. As a district, we will reinforce the Child Study Team and Student Support Team models to identify students with increased SEL needs and employ school-based and community-based supports that students and families can access virtually.

The district is working with a District Social Emotional Learning Plan for 2020. Highlights from the plan are shared here. The district is also addressing the critical equity planning questions contained in [DESE's Guidance on Social Emotional Learning and Mental Health](). The three overarching principles of the district's plan are:

Parity and Interdependence of Physical and Emotional Safety. Physical and emotional safety are inextricably linked at the most fundamental level. As we implement [reopening guidance]() related to the physical, logistical, and technical aspects of the three teaching and learning models, we need to engage in a parallel assessment of the social emotional implications of each scenario, with an emphasis on how we will communicate with and support staff, students, and families before, during, and after reopening.

Equity and Racial Justice. Schools will reopen in the fall after experiencing school closures due to the COVID-19 pandemic *and* months of heightened national discourse related to our country's long history of institutional racism. In addition, the pandemic's disproportionate impact on people of color will reverberate long after we return to school. As a result, we need to put racial equity and cultural responsiveness at the center of our work, including in our COVID-19 planning.

Collective Care. In the year ahead, it is vital that we take care of each other by fostering a sense of common purpose, building strong relationships, and reinforcing the social emotional skills we use to support each other and respond to challenges together. The concept of collective care is inclusive of self-care practices but goes further by asking us to show proactive compassion for one another - both on interpersonal and systemic levels.

The Four Critical Practices that will be implemented during the coming school year are:

SEL Critical Practice 1: Take time to cultivate and deepen relationships, build partnerships, and plan for SEL

- **Foster new relationships that elevate student & family voice**
  - SASS Advisory Council and Family/Student Listening Sessions

- University of Alabama partnership on community communication and Whole Child/Safe and Supportive Schools AEF Grant Program. Front Porch Listening Sessions TBA

- **Use two-way communication strategies**
  - Engaging Families as Partners: Maintain strong two-way communication with families prior to and during the school year using culturally and linguistically responsive practices.
  - [District SEL Website](#) and social media presence TBD
  - Strengthen [School SEL/Leadership teams](#) and their partnerships with the District SASS Leadership team.

- **Examine impact of SEL efforts**
  - [Youth Mental Health First Aid training](#)s and impact with Arlington Education Foundation grant
  - SEL walkthrough audit 2019-2020(Appendix)
  - Youth Risk Behavior Survey Data/ Views of Climate and Learning Survey Data

- **Build a broad coalition and integrate SEL into plan**
  - SASS Advisory Council
  - SASS District and School Teams/ Student Services Subcommittee

SEL Critical Practice 2: Design opportunities where adults can connect, heal, and build their capacity to support students

- **Allow space for connection & healing among adults**
  - Supporting Staff: Stay connected with staff and help to manage uncertainty. [Self assessment and self care plans](#) and resources.
  - Wise @ Work App and Webinar
  - [Mental Health and WellBeing Website and Calendar](#)

- **Ensure access to mental health and trauma support**
  - EAP/ INTERFACE
  - Screener TBD
  - Mindful Schools/ Yoga 4 Classrooms/ Mind Up/ Breath For Change

- **Identify opportunities for innovation & anti-racist practices**
  - Mobilizing Around this Work Articulate the Roles of Key Stakeholders Before and After School Reopens
  - Synchronous study group and other academic PD

- SEL PD over the summer and ongoing through in service days
- SRI Summer sessions and book groups

- **Provide embedded professional learning**
  - Rennie Center Blueprints
  - Trauma Courses continue to be offered to staff at a discounted rate
  - 3-Year MTSS Academies

Mental Health and Social Emotional Learning	Thompson
Positive Behavioral Interventions and Supports	Bishop, Hardy, Thompson, Gibbs,
Culturally Responsive Teaching	Bishop, Brackett, Hardy, Thompson, OMS (?)

  - Student and Family Voice PD
  - Continue to use the 3 Signature SEL Practices in all adult learning spaces.

SEL Critical Practice 3: Create safe, supportive, and equitable learning environments that promote all students' social and emotional development

- **Build adult-student and peer relationships**
  - Re-envisioning School Culture and the Conditions for Learning: Allocate a structured period of culture-building time as school first opens.
  - Connection mapping virtual and in person with all staff
  - Train increasing numbers of staff and families in YMHFA
  - Provide students with multiple, consistent opportunities for relationships building and interaction with adults and peers.
  - Intentionally build relationships with BIPOC using antiracist practices.

- **Weave in opportunities for SEL practice and reflection*** (see Move Beyond Academics)
  - Through direct instruction and embedded instruction, SEL in PK-12 will have space in each students' schedule.
  - A focus on 3 major competencies for direct instruction in student learning in the 2020-2021 school year. (Relationships, Self-Awareness, Self-Management)
  - A focus on two integrated SEL adult teaching approaches for the 2020-2021 school year to support the mastery of above competencies. (Conducive Environments, Strong Relationships)
- **Implement a comprehensive system of supports** (see Build Systems of Support)

- Mapped MTSS Resources in development with subcommittee
- Bolstering Tier 1 supports (see above bullet)
- Preparing to Address Increased Tier 2 & Tier 3 Needs -Supporting More Intensive Mental Health Needs: Assume and plan for an increase in mental health needs and adjust methods of delivery accordingly.

- **Discuss the impact of the pandemic and racial equity**
  - Intersection with Social Studies/History work and the above links in equity and SEL
  - IDEAS courses and continued partnership with CHNA 17
  - Develop district goals in SASS, SEL and Counseling resulting in Building Equitable Learning Environments student outcomes

- **Collaborate with families and partners**
  - SEL resources in Google Classroom and in virtual settings weekly/integrated
  - Family trainings/sessions to teach SEL skills and provide family supports and resources

SEL Critical Practice 4: Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff

- **Elevate student voice in reflecting and acting on data** (see Build Systems of Support)
  - SASS Student Advisory Council members
  - Student Art used to inform decision making through reflective protocols

- **Support educators in reflecting on instruction and environment**
  - Use of VOCAL, YRBS data and the district is exploring the use of a SELIS DESE Pilot or Panorama pilot
  - Plan-Do-Act cycles of continuous improvement with connectedness data
  - Mental Health Screeners (Pilot at Dallin and OMS) during fall 2020
  - School Counseling data through SCUTA at the secondary level for student relationships and engagement

- **Partner with families and community members to improve**
  - Mobilizing Around this Work - articulate the roles of key stakeholders before and after school reopens

In addition to implementing the SEL District Plan 2020, **School Social Workers /School Counselors** will be supporting all school levels PK-12.

All in-person learning
- Students will receive scheduled counseling services and programming as indicated on their IEPs. Students who participate in groups will follow health and safety guidelines.

- Social Workers/Counselors will be available to all students as part of the general education support available in all schools. Particular attention will be paid to students who are transitioning between buildings (grades K, 6, 8, and 9.) In addition, clear intervention plans will be developed for students who are chronically absent or appear disengaged with instruction.

- Social Workers/Counselors will be assisting all students with the transition back into school after the extended period of closure. Universal screening measures may be used to ensure no students are left without appropriate supports.

- SEL/Counseling curriculum will be delivered in the classroom as scheduled (while meeting current health and safety requirements).

Hybrid learning
- Students will receive their scheduled counseling services via in person on the days they are in school, or via phone/remote platforms if they are at home. Schedules will be adjusted as needed to meet the needs of students.

- Social Workers/Counselors will be available to all students via in person or remote platforms. HIPPA and FERPA compliant platforms will be utilized for counseling services.

- Social Workers/Counselors will be collaborating with school administrators to monitor student participation in remote learning.

- SEL/Counseling curriculum will be delivered in the classroom as scheduled (while meeting current health and safety requirements) on the days students are in school and via remote platforms in a classroom model if they are home.

Remote learning
- Similar to the hybrid model, social workers/counselors will be available to all students via in person or remote platforms. HIPPA and FERPA compliant platforms will be utilized for counseling services.

- Social workers/ Counselors will be collaborating with school administrators to monitor student participation in remote learning.

- SEL/Counseling curriculum will be delivered via remote platforms in a classroom model.

Family communication.

Due to the rapidly evolving model of learning model (full in-person, hybrid or remote), parents/guardians should expect more frequent communication with counselors and learning team of teachers, TAs and support staff to share information about the student, and help connect student and family to appropriate external resources (community mental health, pediatrics, etc.) if and when necessary. Counselors will also provide resources to all families.

Care coordination.
Social Workers/Counselors will continue to work with outside agencies and providers, as well as communicate with faculty and staff to support students, whether full in-person, hybrid or remote.

Technology:
Technology will play an important role in both in-person learning models and remote learning. The District will provide an individual device for every student at all grade levels (Grades PreK-2 will receive iPads; Grades 3-12 students will receive ChromeBooks). The timing of the remaining distributions is dependent on the arrival and the provisioning of the devices.

In order to provide equal access for all students to the curriculum the district has invested in online learning platforms. Educators will utilize on-line learning management systems, with Google Classroom being the main hub, and district-approved digital tools that allow educators and students to collaborate. These tools will support both teacher directed and independent learning. The chosen platforms will support best practice by assisting classroom teachers in enhancing engagement and peer-to-peer interaction among students.

Funding for these devices and learning platforms has come from both local and federal sources.

The following online learning platforms have been included in the suite of tools that will provided to students to supplement classroom instruction and to provide curriculum enrichment for students in all content areas:
- All content areas (K-12)
  - Google suite of apps
  - EDpuzzle
  - Pear Deck
  - Screencastify
  - SeeSaw (PreK-2)
  - Newsela (6-12)
  - Edgenuity (6-12)
  - Zoom (PreK-12)
- English/English Language Arts
  - Raz-Kids (K-6)
  - Scholastic Pro (K-5)
  - Lexia Core 5 (K-5)
  - IXL (7-12)
  - Read & Write (3-12)
- Math

- Dreambox (K-6)
- IXL (7-12)

- Keyboarding
  - Keyboarding Without Tears (3-5)

- Visual Art
  - Padlet (K-12)

- Music
  - Smartmusic (3-6)
  - Sight Reading Factory (6-12)
  - Sound Track (6-12)

- Quaver (K-5)

- Counseling
  - SCUTA School Counseling App
- Science
  - Gizmos (3-8)

- World Language
  - Extempore (7-12)
  - Padlet (7-12)

Curriculum and Assessment:

In preparation for the fall reopening of school, curriculum leaders and directors have led planning sessions with coaches and teachers at all levels to make adjustments to the scope and sequence in each content area. Although the overall goal is to cover all of the standards in each area, how this will be accomplished will vary from past practice. Best practice and research dissuades educators from trying to cover all of the content that was not covered in the spring due to school closure.

Planning for the fall has centered on reviewing the standards that were covered in the spring and identifying the standards that are essential for moving students through the curriculum. Thus, the time teaching each standard will vary based upon significance and level of understanding needed to advance students in the curriculum. Teachers will also use formative assessments, student work and observations to adjust their instruction as needed.

Assessment tools will also be utilized after the first month of the school year to support individual student learning needs, create fluid groups, and develop necessary supports where needed. Educators will continue to teach prioritized grade level content knowledge, concepts, and skills while addressing the most critical prerequisite knowledge and skills for each discipline/grade or course. Scope and sequence or pacing guides will be adjusted to reflect the prioritization of knowledge, concepts and skills, the teaching or review of critical prerequisites, and time required for health and safety protocols.

General Education Services:

Students will continue to receive their general education supports (reading, English language learning, counseling, and/or academic support center).

504 Plan Accommodations:

All 504 plans will be fully implemented and any changes that need to be made based upon the plan that is adopted by the district should be discussed within a 504 planning meeting with the entire team. On days when students are not in school, because of remote learning, counselors will be available to support students as indicated on their 504 Plans via phone/remote platforms. HIPPA and FERPA compliant platforms will be utilized for counseling services.

504 meetings

● In order to maintain appropriate safety requirements, all team meetings will be held remotely. This will minimize bringing visitors into school buildings and requiring staff to travel between schools. When school resumes, Annual Review meetings that were delayed will be held to review the students' 504 Plans.

● If this presents a hardship, the district will conduct meetings in a hybrid fashion where some members are present and others are remote during the in-person and hybrid models. All meetings will be held remotely if the district has moved to a remote learning model.

● Appropriate In-person re-evaluations prior to determining continued eligibility will continue during the hybrid and remote situations as long as health and safety requirements allow.

English Language Learner Program (ELL):

The APS (ELL) Department is committed to building on the strengths of students. EL students will be provided equitable access and participation in school and community opportunities. Our EL students will continue to engage in high-quality instruction in a community that is culturally responsive. While instructing in different models, EL teachers will continue to implement research-based best practices. Language learning occurs through authentic, meaningful student-to-student interactions. Students at English WIDA proficiency levels 1, 2, and 3 (entering, emerging, and developing) will be prioritized for in person learning. Our students will maintain their connection to their teachers, their classmates, and work towards meeting content and language learning targets. The federal and state legal mandates for English language instruction will continue to be in place.

Identification and Assessment

- All new English learners will be assessed with the WIDA screener and/or the WIDA online screener within two weeks of completing APS registration.
- During in-person and hybrid models, informal assessments are embedded in instruction.

Instruction

- All instruction for English Learners will align with Massachusetts Curriculum Frameworks, CCSS, and WIDA Standards.
- During all models of instruction, academic conversations will be modeled and implemented.

In the event that the district moves to a Hybrid approach or all Remote Learning, students in APS who are WIDA levels 1, 2, and 3 will be prioritized for full-time in-person instruction as articulated above and in DESE Guidance:

School-based Supports for English Learners

- School-based Language Assessment Teams (LAT): LAT Meetings meet regularly in each school. Meetings can occur via teleconference and notes will be recorded.
- English Learner Success Plans (ELSP): LAT members create ELSPs. ELSP is required as a provision of the LOOK Act. (Guidelines for the Use of Benchmarks to Attain English Proficiency, p. 15. October 2018)

Family Outreach

"Teachers and administrators shall regularly communicate with students' parents and guardians, including providing interpretation and translation services to limited English proficient parents and guardians, consistent with 603 CMR 27.08." (MADESE FAQ 7-10-2020)

- The APS ELL Family Liaison (funded by the Title III grant specifically to work with APS ELL and bilingual families). The ELL family liaison has been trained in culturally responsive methods of communication and outreach. The ELL family liaison will reach out to families to ensure that there is two-way communication between families and school.

METCO:
The Arlington METCO team maintains close connections and is the primary support for our Boston-resident students and families. The relationships the Arlington METCO team and

families have built were essential in navigating the transition to remote learning. In the spring, through the coordination efforts of the METCO team, electronic devices and instructional supplies were provided from a central location in Boston for families who were not able to come to Arlington. The METCO Director delivered graduation diplomas and related items to students' homes.

During the school closure, Arlington METCO team members reached out to students and families to provide support regularly. The team continued social pragmatics virtual lunch groups to provide ongoing community connection and skill-building. The METCO team contracted for virtual tutoring for students receiving interventions during the spring closure and over the summer, using funding provided through the METCO grant.

In preparation for our safe return to instruction in the fall, the METCO program, including its Social Worker and Simmons University School of Social Work student intern, will work with the Department of Counseling and Social Emotional Learning to ensure appropriate social emotional support for Boston-resident students. Additionally, technology support and tutoring will continue throughout the school year. The METCO will invite families to meetings prior to the start of school to review the schedule and safety protocol details for the new year.

The METCO Director works closely with APS staff and administrators to continue to develop culturally responsive two-way communication and social and emotional skills curriculum to address the cultural needs of students of color specifically. The district has had four cohorts of teachers and administrators complete the EDCO-IDEAS Anti-Racist School Practices to Support the Success of All Students course.

The District is working with its transportation vendor to provide the appropriate number of buses and routes to support the required physical distancing and safety guidance from DESE. Arlington will meet or exceed all of the released DESE transportation guidance.

The METCO Department continues to be a valuable resource for students living in Boston and Arlington. The Arlington METCO Program has provided culturally sensitive insight, guidance, and support for professional development offerings on systemic racism and culturally responsive education to students, families of color, and the District.

To contact the Arlington METCO Director with questions, please email Margaret Credle-Thomas at mthomas@arlington.k12.ma.us.

For In-person Learning Mode Quarantining:

If a student or group of students is required to quarantine for two weeks, they would join the remote learning sessions each day that their grade or course meets for that period of time. This could include periodic wellness check-ins to support the absent student(s).

Special Education Services

Guidance issued by the Department of Elementary and Secondary Education (DESE) requires that school districts "must provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students." The Department specifically noted, **students with disabilities, particularly preschool-age students and those with significant and complex needs, should be prioritized for receiving in-person instruction during the 2020-2021 school year.**

The Department advised, "these students should receive as much in-person instruction as is feasible within the health and safety parameters in effect at each particular time. *Even if schools or districts are operating in a hybrid or remote model, educators and administrators must make every effort to continue to provide up to full-time in-person instruction to such students.***" (italics added for emphasis) While noting, "if in-person instruction cannot be provided and students with disabilities must receive instruction remotely in full, or in part, through a hybrid model," then schools must deliver services through an "Instruction and Services model of delivery" which includes (but is not limited to):
- structured lessons
- teletherapy
- video-based lessons

The guidance clearly states, "students must receive all services documented in their IEPs through in-person instruction, remote instruction, or a combination of both, with a strong emphasis on providing in-person instruction to the greatest extent possible, while abiding by the current necessary health and safety requirements." If the District is unable to bring in all students for in-person students than the following groups of students will be prioritized under our hybrid and remote plans:
- Students already identified as "high needs" (moderate & high needs as indicated on the PL3 page of the IEP) through the IEP process on the IEP form entitled "Primary Disability/Level of Need-PL3."
  - o ***Such students must meet at least two of these criteria:***
  - o Services provided outside of the general education classroom;
  - o Service providers are special education teachers and related service providers;
  - o Special education services constitute more than 75% of the student's school day;
- Students who cannot engage in remote learning due to their disability-related needs;

- Students who primarily use aided and augmentative communication;
- Students who are homeless
- Students in foster care or congregate care; and/or
- Students who are dually identified as English Learners.

Students with disabilities:

All in-person learning (while meeting current health and safety requirements)

- Students with disabilities will have their full schedule of instruction and services per their IEPs.
- Flexible solutions for reducing the mixing of student groups will be considered to ensure students with disabilities are receiving services safely in the least restrictive environment.

Remote learning

- This model is available for individual students with disabilities who are not returning in-person, and for all students in the event of future classroom or school closures.
- In-person services may occur for some students with significant and complex needs during this mode, if health and safety allow.
- Remote special education and related services will be provided via "Instruction and Service" mode of delivery per DESE guidelines. This mode includes:
  - Time spent interacting directly with teachers and related service providers on a regular basis;
  - Independent work time as appropriate;
  - Opportunities for interactions with classmates.
- The "Instruction and Services" model will include the following components:
  - A regular and consistent schedule of classes, interventions, services and therapies as required by the student's IEP, delivered synchronously or asynchronously;
  - Frequent interactions with teachers and other staff members to ensure participation and technical and pedagogical support for family members overseeing remote instruction at home.

Services will be scheduled according to the IEP and implemented as they would be in-person (ex. If a student has 2 x 30 mins of Speech they will be scheduled for two synchronous sessions of teacher-led instruction with the licensed provider. If students have "B grid" or "inclusion/push-in support" the provider(s) will login to the general

education class to provide services during the remote instructional block scheduled by the classroom teacher.)

Hybrid learning

- When planning for the hybrid learning model, Arlington will prioritize its ability to continue in-person learning for students with disabilities. Preschool-aged students with disabilities will attend five days a week (as described in the preschool section below.) At all other levels, students with significant and complex needs will be considered for in-person learning four days a week, with the possible addition of a fifth day if required for service delivery. We have expanded this group to include students designated as both "moderate" and "high needs" (as indicated on the PL3/placement page of the IEP.) Other student cohorts, those not identified for increased support, attend only twice a week in the elementary and secondary models. For students identified as "low" need, scheduling of services will prioritize the delivery of services in-person, i.e. on the day(s) a student is attending school 'in-person."
- If learning and services are provided remotely during the hybrid model it will follow the guidance listed above in the Remote Learning model.
- In addition, learning and services provided in-person will follow the guidance in the Full time in-person Learning model listed above while meeting current health and safety requirements.
- In-person services may also be offered in the student's home or in a community setting to ensure that as many services are offered in-person as possible instead of remotely, while also maintaining health and safety guidelines.

Evaluations & Team Meetings

- When school resumes, team meetings that were delayed or postponed at parent request will be held, while continuing to schedule upcoming meetings according to required timelines.
- Initial/Re-evaluation testing that was delayed will be scheduled. Some of this testing was completed over the summer months to address the backlog of testing due to the inability to complete evaluations remotely during the closure.
- Timelines for current IEPs and evaluations will be maintained.
- In-person evaluations will continue during the hybrid and remote situations as long as health and safety requirements allow.
- In order to maintain appropriate safety requirements, all team meetings will be held remotely. This will minimize bringing visitors into school buildings and requiring staff to travel between schools.

- If this presents a hardship, the district will conduct meetings in a hybrid fashion where some members are present and others are remote during the in-person and hybrid models. All meetings will be held remotely if the district moves to a remote learning model.

In-Person: Hybrid Mode

Menotomy Preschool Hybrid Learning Model

Hybrid Program	**All program students (students with disabilities) will attend according to their IEP and ½ of the general education cohort. If the district announces a hybrid plan MPS may still go in person unless the district determines a 6 feet minimum distance.** • Integrated Classrooms up to 11 students • 6' minimum distance during snack and lunch • Increased distance between students • General education students may have a tuition reduction and/or asynchronous learning activities to do on the off days

Preschool full time student hours would be adjusted 8:30 to 2:00 with one 1:30 release day. The 2:00 end time would allow for teacher planning and extra cleaning after the students leave.. Preschool early release day would change to 1:30 to allow for staff PD, planning and cleaning. The morning program would remain 8:30 to 11:30.

Students with special needs will be in school either half day or full day depending on IEP programs. Tuition based students would be divided into 2 cohorts.   Cohort A will attend on Monday and Tuesday; Cohort B will attend Thursday and Friday. Wednesday would be at home day for all general education/tuition students with asynchronous activities.

Remote learning days could be a combination of live instruction, videos and other activities. The third day in the schedule is for work at home for all general education students. This could include some live instruction, recorded content, and home practice.

Below is a draft of the Menotomy Preschool hybrid learning schedule. It should be noted that the first few weeks of the school year will concentrate on social emotional learning, creating the learning community, establishing relationships, and supporting families in this transition. This schedule is a reflection of what we will work towards as we get acquainted with and build upon our preschooler's abilities. All lessons will be repetitive and playful, incorporating song, movement and visual/ gestural cues. We look forward to increases in time for academic learning as our preschoolers show readiness.

In the MPS hybrid model Group A and Group B students are general education students who tuition into preschool. Students with disabilities who have the preschool program noted in their IEPs will be in school the number of days/hours that are prescribed within their IEPs.

While a Cohort Group is not in school parents will have access to asynchronous activities to support in class learning**.**

TIME	MONDAY (Group A)	TUESDAY (Group A)	WEDNESDAY (high needs students)	THURSDAY (Group B)	FRIDAY (Group B)
8:30-8:50	Morning Meeting/ Second Step	Morning Meeting/ Second Step	Morning meeting/ Second step	Morning Meeting/ Second Step	Morning Meeting/ Second Step
9:00-9:30	Math Activity	Math Activity	Review/preview of math activity/math games	Math Activity	Math Activity
9:30-9:50	Snack	Snack	Snack	Snack	Snack
10:00-10:30	Recess	Recess	Recess	Recess	Recess
10:30-11:00	Literacy Activity	LIteracy Activity	Review/preview of literacy activities	Literacy Activity	Literacy Activity
11:00-11:30	Story/Movement and Goodbye Circle for morning friends	Story/ Movement and Goodbye Circle for morning friends	Story/ Movement and Goodbye Circle for morning friends	Story/ Movement and Goodbye Circle for morning friends	Story/ Movement and Goodbye Circle for morning friends

11:30-1:00	Lunch/Rest/ Recess	Lunch/Rest/ Recess	Lunch/Rest/ Recess	Lunch/Rest/ Recess	Lunch/Rest/ Recess
1:00-1:50	Small Group Activities	Small Group Activities	Small Groups / Social (IEP goals)	Small Group Activities	Small Group Activities
1:50-2:00	GoodBye Circle	GoodBye Circle	GoodBye Circle	GoodBye Circle	GoodBye Circle
1:50-2:30	Teacher Planning / Consult with RSPs / Family Consult	Teacher Planning / Consult with RSPs / Family Consult	Teacher Planning / Consult with RSPs / Family Consult	Teacher Planning / Consult with RSPs / Family Consult	Teacher Planning / Consult with RSPs / Family Consult

Safety equipment considerations:

- All staff will be required to wear masks inside the building
- Preschool students will be encouraged to wear masks as much as feasible. In our current environment, mask wearing is considered a life skill. We can teach students to wear and tolerate them and to assist parents with this skill at home.
- All students and staff will be required to wash their hands multiple times throughout the day, including at arrival and dismissal
- Teachers/staff will be provided a PPE kit with masks, face shield, gowns and gloves
- Transition times will be scheduled to avoid multiple classrooms within the hallway as much as feasible
- Schools equipped with disinfecting machines
- Specific health needs of students and staff will be considered in consultation with the school nurse (including allergies)
- Students will primarily remain in their classrooms with teachers to limit student interaction between cohorts (with consideration to special education services).

Elementary Hybrid Learning Model

The following are the key elements and requirements of the hybrid model.

Safety equipment/ considerations	- All students and staff will be required to wear masks inside the building - Hand washing will be required at arrival and dismissal, hourly, and after eating - Teachers/staff will be provided a PPE kit with masks, face shield, and gloves - Building hallways will be marked for one-way traffic/transition. - May require arrival/dismissal considerations (ex. possible staggered times) - Schools equipped with disinfecting fogger machines - Life-threatening food allergies will be considered as cleaning procedures are put in place (in consultation with the school nurse) - Students would primarily remain in their homeroom to limit student interaction between cohorts
Classroom capacity	- Classrooms of 9-12 students 6ft minimum social distancing throughout the school day

Lunch	- Students will be able to eat in cafeteria, classroom, and other available spaces as needed - Minimum 6ft social distancing, no masks
Mask breaks/ recess	- This will require access to outside space - 6ft of social distancing will require 5,000 sq ft - This assumes limited freedom of movement beyond dedicated personal space - Cafeteria and gym spaces will be available for breaks and other purposes throughout the day

Specials	• Art, PE, Music, and Library/Digital Literacy will likely require remote options
Staffing considerations	• All staff members will be assigned to a cohort of students • For the adults, the cohort will include both students who are at home and those who are in school (faculty will work in school every day).

Frequency Model - 2 days (aa, bb)

In this model, students attend school for two set days each week in person and two set days each week remotely. Remote learning days will be a combination of live and recorded remote instruction, project based activities, and guided independent practice within the set school day schedule. Students will have scheduled access to school staff for support.

Students will attend school at every grade level, K-5. Each homeroom class will be broken into two cohorts (**a** and **b**). Each cohort will attend two in-person school days a week and two and a half remote school days. *For example, cohort **a** may always attend school on Monday and Tuesday, while cohort **b** attends on Thursday and Friday. Students considered to be high needs will attend school every day.*

The third day in the schedule (Wednesday) is for work at home for the majority of students. This would include some live instruction, recorded content, and home practice. On this third day, other students who are considered high needs could attend school or receive support from a teacher remotely or in person for a portion of the day. The remaining portion of that day would be for educator professional development, collaborative work with colleagues and district coaches, student feedback, and managing virtual classrooms. This time will also be used to support the facilities cleaning and building improvements based on safety considerations.

Tuesday *would **not** be* an early release day, as in past years, but would be a full day.

In all versions of our plans in which students come to school, the arrival and departure times may need to be staggered.

Lunch and recess plans may also be adjusted based on social distancing guidelines.

Students and adults will be organized into cohorts, in compliance with health guidelines and to support contact tracing, as needed.

The kindergarten and first grade schedule is specifically designed with our youngest learners in mind. As in previous years, Kindergarten continues to be committed to the Tools of the Mind curriculum. This curriculum is a research-based early childhood model combining teacher professional development with a comprehensive innovative curriculum that helps young children to develop the cognitive, social-emotional, self-regulatory, and foundational academic skills they need to succeed in school and beyond. First grade will incorporate the district curriculum Units of Study, with the acknowledgment that the structure will require scaffolding for early learners. There will also be intentional non-academic opportunities built in for community building and structured social-emotional learning.

Our students will be slowly introduced to school throughout the first six weeks of school in both the hybrid and remote learning models. Our first priority will be teaching our students how to be members of this new learning community. Our first step will be a focus on establishing close relationships. In kindergarten, this will begin with 1:1 meetings with students and families. We will build up to small group meetings with students as we increase their capacity to be independent. Time that is "live" on the computer will be limited. We will increase our students' abilities to participate in lessons with the larger group as the school year progresses. A model daily schedule is shared below for both hybrid and remote learning. The models presented here are our goal for what a schedule will look like following the first six weeks of school.

The morning meeting will be with the whole group and will focus on social emotional learning right from the start. Eventually, academic subjects will be included in the morning meeting, as appropriate. Young children learn through play, so our meetings will integrate song and dramatizations. They will be repetitive, and will support a sense of safety and belonging. This meeting will be for the whole class.

It is important to note that the schedules in **grades 2-5** will also begin with the consideration of social-emotional needs. In the first 6 weeks of school, the Responsive Classroom approach will be in place and teachers will be working to build strong relationships with students and among students. Academics will be integrated into the first days. For example, a math lesson might begin with a guided discovery of what math tools are being used throughout the year. Literacy activities will be designed to support our ability to know each other and to make connections. Responsive Classroom helps educators, "... to create safe, joyful, and engaging classrooms and school communities where students develop strong social and academic skills and every student can thrive."

Kindergarten Schedule (Hybrid Model) (L) Live - (A) Asynchronous

	Monday	Tuesday	Wednesday	Thursday	Friday
	In-Person	**In-Person**	**Remote and Early Release 1:00 PM**	**Virtually at home**	**Virtually at home**
8:10 AM	Arrival/ Handwashing	Arrival Handwashing Morning Meeting	8:30-9:00 Morning Meeting	Getting ready for the day	Getting ready for the day
8:30 AM	Morning Meeting	Morning Meeting	9:15-9:45 Academic Block	8:30 Morning Meeting *(L)*	8:30 Morning Meeting *(L)*
9:00 AM	Mask Break Snack break	Mask Break Snack break	9:45-10:00 Offline Break	Screen & Snack break	Screen & Snack break
9:15 AM	Academic Block: (Literacy/Math) With Rotations	Academic Block: (Literacy/Math) With Rotations	10:15-11:15 Asynchronous Learning Activities	Academic Block: (Literacy/Math) Independent work *(A/L)*	Academic Block: (Literacy/Math) Independent work *(A/L)*
11:45 AM	Movement break Handwashing	Movement break Handwashing	11:20-12:00 Lunch	Movement break	Movement break
12:00 PM	Mask Break Lunch/recess Handwashing	Mask Break Lunch/recess Handwashing	12:00-12:40 Specials	Lunch/play	Lunch/play
12:40 PM	Science/ Social Studies	Science/ Social Studies	12:40-1:00 *student check-ins, as needed	Science/ Social Studies *(A)*	Science/ Social Studies *(A)*
1:20 PM	Specials *(A/L)*	Specials *(A/L)*		Specials *(A/L)*	Specials *(A/L)*
2:00 PM	Mask Break Handwashing Closing Meeting/ End of Day	Mask Break Handwashing Closing Meeting/ End of Day		Mask Break Handwashing Closing Meeting/ End of Day	Mask Break Handwashing Closing Meeting/ End of Day
2:30 PM	Dismissal	Dismissal		Daily Checkout	Daily Checkout

First Grade Schedule (Hybrid Model) (L) Live - (A) Asynchronous

	Monday	Tuesday	Wednesday		Thursday	Friday
	In-Person *(L)*	**In-Person** *(L)*	**Remote and early Release at 1:00 PM** *(L)*		**Virtually at home** *(A/L)*	**Virtually at home** *(A/L)*
8:10 AM	Arrival/ Handwashing	Arrival/ Handwashing	Getting ready for the day	8:20 AM	Getting ready for the day	Getting ready for the day
8:30 AM	Morning Meeting	Morning Meeting	**8:30 AM** Morning Meeting	8:30 AM	Morning Meeting (L)	Morning Meeting (L)
9:00 AM	Academic Block: (Literacy/Math)	Academic Block: (LIteracy/Math)	**9:00 AM** Academic Block	9:00 AM	ELA Block 1 - *Direct Phonics Practice (A)*	ELA Block 1 - *Direct Phonics Practice (A)*
9:40 AM	Snack/Movement Mask break/ Handwashing/ Clean	Snack/Movement/ Mask break/ Handwashing/ Clean	**9:40 AM** Offline Break/Snack	9:45 AM	ELA Block 2 - Writer's Workshop *(A)*	ELA Block 2 - Writer's Workshop *(A)*
10:00 AM	Academic Block: (Literacy/Math)	Academic Block: (Literacy/Math)	**10:00 AM** Academic Block	10:15 AM	Screen Break	Screen Break
10:40 AM	Movement/ Mask break/ Clean	Movement/ Mask break/ Clean	**10:30 AM** Small Groups	10:30 AM	Math Block *(A/L)*	Math Block *(A/L)*

Time	Monday	Tuesday	Wednesday	Time	Thursday	Friday
11:00 AM	Lunch/Play/Screen Break/Handwashing	Lunch/Play/Screen Break/Handwashing	**11:00 PM** Specials	11:00 AM	Class Meeting - (L)	Class Meeting - (L)
11:40 AM	Snack/Movement/ Mask break/ Handwashing	Snack/Movement/ Mask break/ Handwashing	**11:40 PM** Lunch	11:20 AM	Lunch/Play/ Screen Break	Lunch/Play/ Screen Break
12:00 AM	Academic/ Intervention Block	Academic/ Intervention Block	**12:20 PM** Small Groups/Closing Meeting	12:00 PM	Academic Choice Block (A/L)	Academic Choice Block (A/L)
12:30 AM	Specials (A/L)	Specials (A/L)	**1:00 PM** Exit Ticket/ Checkout	12:30 PM	Specials (A/L)	Specials (A/L)
1:15 AM	Academic Block: Social Studies/ Science	Academic Block: (Social Studies/Science)		1:10 PM	Screen Break/Snack	Screen Break/Snack
2:00 AM	Closing Meeting/ Checkout	Closing Meeting/ Checkout		1:30 PM	ELA Block 3 - *Choice/Menu Activities (A/L)*	ELA Block 3 - *Choice/Menu Activities (A/L)*
2:15 AM	Handwashing and Dismissal	Handwashing and Dismissal		2:00 PM	Social Studies/Science (A)	Social Studies/Science - (A)
Notes: Please note slight time differences between in-person and remote schedule. **Remote Day** instructional blocks are scheduled in 30 minute intervals to acknowledge realistic developmental abilities related to engagement and stamina.				2:30 PM	Exit Ticket/ Checkout (A)	Exit Ticket/ Checkout (A)

Grades 2-5 Hybrid Schedule (L) Live, (A), Asynchronous

	Monday	Tuesday	Wednesday		Thursday	Friday
	In-Person *(L)*	**In-Person** *(L)*	**Remote and early Release at 1:00 PM**		**Virtually at home**	**Virtually at home**
8:10 AM	Arrival/ Handwashing	Arrival/ Handwashing	Getting ready for the day	8:10 AM	Getting ready for the day	Getting ready for the day
8:30 AM	Morning Meeting	Morning Meeting	**8:30 AM** Morning Meeting	8:30 AM	Morning Meeting *(L)*	Morning Meeting *(L)*
9:00 AM	Academic Block: (Literacy/Math)	Academic Block: (Literacy/Math)	**9:00 AM** Academic Block	9:00 AM	Academic Block *(A)*: (Literacy/Math)	Academic Block *(A)*: (Literacy/Math)
9:40 AM	Snack/ Movement/ Mask break/ Handwashing	Snack/ Movement/ Mask break/ Handwashing	**9:45 AM** Offline Break	9:45 AM	Screen Break/Snack	Screen Break/Snack

10:00 AM	Academic Block: (Literacy/Math)	Academic Block: (Literacy/Math)	**10:00 AM** Academic Block	**10:00 AM**	Academic Block *(A/L)*: (Literacy/Math)	Academic Block *(A/L)*: (Literacy/Math)
10:40 AM	Movement /Mask break/ Handwashing	Movement/ Mask break/ Handwashing	**10:40 AM** Offline Break	**10:45 AM**	Screen Break/Movement	Screen Break/Movement
11:00 AM	Class Meeting	Class Meeting	**11:00 AM** Specials	**11:00 AM**	Class Meeting *(L)*	Class Meeting *(L)*
11:15 AM	Academic Block: (Literacy/Math)	Academic Block: (Literacy/Math)	**11:45 AM** Lunch	**11:15 AM**	Academic Block - *Choice/Menu Activitie*s *(A/L)*	Academic Block - *Choice/Menu Activitie*s *(A/L)*
11:45 AM	Lunch/Recess/ Handwashing	Lunch/Recess/ Handwashing	**12:15 PM** Academic Block	**11:45 AM**	Lunch/Play/ Screen Break	Lunch/Play/ Screen Break
12:30 PM	Specials	Specials	**12:45 PM** Closing Circle/Dismissal	**12:30 PM**	Specials *(A/L)*	Specials *(A/L)*
1:15 PM	Academic Block: (Social Studies/ Science)	Academic Block: (Social Studies/ Science)		**1:15 PM**	Academic Block - *Choice/Menu Activities (A)*	Academic Block - *Choice/Menu Activities (A)*
2:00 PM	Closing Meeting	Closing Meeting		**2:00 PM**	Closing Circle - (L)	Closing Circle - (L)
2:15 - 2:30 PM	Handwashing Dismissal	Handwashing Dismissal				

Gibbs School Hybrid Learning Program

In all modalities, the Gibbs School will begin the year spending time having conversations about how to address the challenges presented by COVID-19 to ensure a safe and healthy environment for all. We will work on developing community, discussing and embedding social emotional wellness in every class, every day, for every student. The primary tool we use at the Gibbs School to guide the work around social emotional learning is Responsive Classroom. It is student-centered and takes a social emotional approach to learning, socialization, and discipline. More than ever, our students will need and benefit from interactive modeling virtually and/or in person; consistent routines, consistent teacher language, positive messaging with high expectations for all. We will use mindfulness practices to facilitate brain breaks and a growth mindset approach to learn to welcome our shortcomings as opportunities to grow. Our students will thrive and connect with the adults and peers at Gibbs School, in-person and/or virtually.

The Gibbs School Community is an environment where students and adults work cooperatively to strive for academic achievement and social-emotional growth. Our community encourages

being **Understanding** of each other and what makes us unique, being **Unified** in our efforts to support one another's abilities to grow and learn and being **Unstoppable** when reaching for our personal and community goals. Vision of Student as Learner & Global Citizen.

Below are some of the key drivers that help define the teaching and learning and interactions among our student learners and their peers.

- **Social-Emotional Learning**: Students demonstrate resilience and persistence while developing skills related to self-management, social awareness, decision making and relationship building.
- **Academic Rigor**: Students experience a challenging, standards-based curriculum in an inclusive, diverse, and equitable environment and are encouraged/supported to perform to their highest potential.
- **Project Based Learning**: Students gain knowledge and practice skills, including executive functioning, through the completion of projects that are taught and coached through a release of responsibility.
- **Resourcefulness**: Students become self-directed and independent learners with a growth mindset by identifying and pursuing goals that are important to them.
- **Community**: Students feel supported and safe emotionally, intellectually, and physically. Staff and students collaborate to create a cohesive sense of significance, belonging and fun using the philosophies and common vocabulary of Responsive Classroom.
- **Creativity**: Students are encouraged to take creative risks in all areas and are provided with academic choice that allows them to explore their own interests.

The following are two schedules for a hybrid model at the Gibbs School. They vary based on whether students attend alternate days with their cohort or consecutives days.

The following are two schedules for a hybrid model at the Gibbs School. They vary based on whether students attend alternate days with their cohort or consecutives days.

AB/AB Hybrid Rotation

		Monday	Tuesday	Wednesday	Thursday	Friday
		In School Team A	In school Team B	All Remote All High Needs in person	In school Team A	In school Team B
Adv	8:30	Announcements & Advisory	Announcements & Advisory	Announcements & Advisory	Announcements & Advisory	Announcements & Advisory
Pd.1	9:00	English	English	9:00 - 9:51 BCO/ CO-TO	English	English

Pd.2	9:54	Math	Math	9:54 - 10:45 W.I.N./CO-TO	Math	Math
Pd.3	10:48	Science	Science	10:48 - 12:09 W L/ CO-TO	Science	Science
Pd.4	11:42	Anc Civ	Anc Civ	11:13 - 11:43 Lunch	Anc Civ	Anc Civ
Pd.5	12:43	PE	PE	Asynchronous Learning /	World lang	World Lang
Pd.6	1:11	ELC	ELC	Asynchronous Learning	ELC	ELC
Pd.7	2:05	W.I.N.	W.I.N.	Asynchronous Learning	W.I.N.	W.I.N.

- Lunch happens between Periods 3 & 5 (we plan to have 3 lunch rotations each lasting about 20 minutes)

AA/BB Hybrid Rotation

		Monday	Tuesday	Wednesday	Thursday	Friday
		In School Team A	In school Team A	All Remote All High Needs in person	In school Team B	In school Team B
Adv	8:30	Advisory	Advisory	Announcements & Advisory	Advisory	Advisory
Pd.1	9:00	English	English	9:00 - 9:51 BCO/ CO-TO	English	English
Pd.2	9:54	Math	Math	9:54 - 10:45 W.I.N./CO-TO	Math	Math
Pd.3	10:48	Science	Science	10:48 - 12:09 W L/ CO-TO	Science	Science
Pd.4	11:42	Anc Civ	Anc Civ	11:13 - 11:43 Lunch	Anc Civ	Anc Civ
Pd.5	12:43	PE	World lang	Asynchronous Learning & O.H.	PE	World Lang
Pd.6	1:11	ELC	ELC	Asynchronous Learning & O.H.	ELC	ELC
Pd.7	2:05	W.I.N.	W.I.N.	Asynchronous Learning & O.H.	W.I.N.	W.I.N.

- Lunch happens between Periods 3 & 5 (we plan to have 3 lunch rotations each lasting about 20 minutes)

KEY of Hybrid Rotation
ELC= FACS, Art, CompSci, Tech, Music
World Lang (WL)- French, Spanish, Mandarin, Latin
W.I.N.= Math Intervention, Reading Intervention, Ac Support or a Study. We may be able to put some BCO in this space if we have a place for students to work
5 terms 1 for each ELC
O.H. = Core Teachers' Office Hrs

This hybrid plan offers flexibility in keeping students 6 feet apart in class and everywhere in the building. Students will still remain in their assigned homerooms and teachers will move from room to room. The school will need to add a 6th Learning Community to adhere to the 6 feet apart requirements. Many of the classrooms at GibbsSchool present limitations to how many students can be seated 6 feet apart; the classrooms are not identical in size.

- Students will be assigned to either Cohort A or Cohort B; they will attend class in person during their assigned cohort designated days.
- Students will stay home during their assigned cohort remote learning days, complete their assignments on those days through: **Morning Advisory; Check-ins; Google Classroom assignments; Pre-recorded video of lessons; Small group conversations supervised by TAs and/or other support staff; Student directed tasks; and one to one as scheduled by individual teachers.**
- To place students 6 feet apart in the Hybrid plan, we must add a 6th learning community; in addition to the purchase of extra desks & chairs, the hiring of 4 core teachers, 1 special education, and 1 world language teacher; plus the .2s for each exploratory class.
- Classes will not necessarily be split exactly evenly between cohorts.
- Students will earn letter grades as they would in a normal year.
- Teachers will design curriculum and lesson plans to switch to remote, if necessary.
- Parents will receive weekly communication from teachers as a learning community and/or per subjects.

- In September & October, teachers will intentionally focus on & embed relationship building in their routines and, if necessary, be ready to switch to fully remote. It is the expectation that social emotional wellness (SEW) will be smartly embedded into all interactions in every class, everyday, for each individual student.
- Wellness curriculum will be: responsive classroom, the same as previous years. Students in each Advisory will receive community building lessons through advisory sessions daily.
- Students identified as having high needs "Such as students with disabilities who spend 25% or greater of their time in substantially separate classroom settings; and students who are English Learners at WIDA level 1 or 2 are exempt from Hybrid Learning." They will be in attendance daily, even if the entire district goes to hybrid.
- Upon arrival students will be assigned a door to enter the building based on their Learning Communities.
- Students will be trained during pre-orientation correspondence to parents/guardians; at in-person or virtual orientation to learn the new entry protocols
- We will need to hire additional staff to support: Hallways transition, bathroom access, lunch, arrival and departure, among other things.
- Hire substitute teachers to temporarily take on assignment of teachers who are opting out of in-person teaching and for non-COVID-19 teacher illnesses/absences.

Ottoson MIddle School Hybrid Learning Program

Introduction

Our hybrid plan seeks to maximize in-person learning and minimize risk for students and teachers. Each learning community will be divided in half (Group A and Group B). Each group will attend school two days a week (e.g., Group A attends Monday/Tuesday; Group B attends Thursday/Friday). All students will work remotely on Wednesdays. This will reduce in-person class sizes to approximately 12 students, allowing for 6 feet of social distancing.

When students are at home, they will work on asynchronous learning assignments provided by teachers. Teachers will be available to support students with their asynchronous learning assignments on Wednesdays. Teachers are expected to be online to answer questions and provide guided support for students as needed. If there is a four-day week, the Wednesday remote day will not happen. Students will still come into the building twice that week.

Hybrid Schedule

Time	Group A	Group A	Wednesday	Group B	Group B

	(In-Person) Monday	(In-Person) Tuesday	(all students are remote)	(In-Person) Thursday	(In-Person) Friday
8:30 - 8:40	ASPIRE	ASPIRE	ASPIRE 8:30 - 8:55	ASPIRE	ASPIRE
8:42 - 9:30	Period 1	Period 1	Period 1 9:00 - 925	Period 1	Period 1
9:32- 10:20	Period 2	Period 2	Period 2 9:30 - 9:55	Period 2	Period 2
10:22 - 11:10	Period 3	Period 3	Period 3 10:00 - 10:25	Period 3	Period 3
11:12- 12:26 1st Lunch 2nd Lunch 3rd Lunch	Period 4	Period 4	Period 4 10:30 - 10:55 Lunch 11:00 - 11:25	Period 4	Period 4
12:28 - 1:16	Period 5	Period 5	Period 5 11:30 - 11:55	Period 5	Period 5
1:18 - 2:06	Period 6	Period 6	Period 6 12:00 - 12:25	Period 6	Period 6
2:08 - 2:56	Period 7	Period 7	Period 7 12:25 - 1:00	Period 7	Period 7

Details

- Each learning community will be divided into Group A and Group B.
- Each group will attend school in person twice a week.
- Students will follow a daily seven-period schedule.
- Students will remain with their learning community on in-school days.
- In-person class sizes will be approximately 12 students per class.
- ASPIRE will take place at the beginning of the day and serve as a homeroom period.
- Students will rotate change classrooms each period.
- ASPIRE/Homeroom will take place at the beginning of each day.
- Students will have four learning community classes (English, math, science, social studies) with their learning community classmates.

- Students will have their three out-of-learning-community classes (PE, art, world language, etc.) with their learning community classmates. Historically, these classes were mixed with students across learning communities. This year, we will not mix learning community students.
- When traveling to a world language or a specials class, students will follow arrows so that students are not too close to other students in the hallway.
- Stairways will be labeled as "up" or "down" so that students are only going in the same direction (except in the case of an emergency).
- Lunch will be a combination of students eating lunch in the cafeteria (6 feet apart) or supervised in classrooms (6 feet apart). Students will bring in their own lunch or request a hot lunch from the school cafeteria at the beginning of the day.
- Students will not use school lockers; they will carry backpacks.
- The PE block will take place outdoors as often as possible.
- All students will engage in remote learning on Wednesdays.

Health & Safety Details
- All persons will be required to wear masks at all times; mask breaks will be incorporated throughout the day.
- Frequent and regular handwashing opportunities will be provided, as well as constant access to hand sanitizer.
- Hallways and stairwells will be clearly marked with directional arrows to promote one-way traffic and support social distancing.
- Each learning community will be assigned to a specific entrance of the building in order to maintain appropriate social distancing during arrival and dismissal.

Arlington High School Hybrid Learning Program

This description of the AHS Hybrid Learning Program also shares the elements that are common to all three models of learning.

The State has issued health guidelines indicating that students and staff will be expected to:

- maintain social distances of three to six feet
- wear face-masks (grades 2-12)
- organize students at the middle and high school levels by cohorts to minimize interaction

- regularly wash hands across the school day and frequently disinfect all used surfaces
- The state guidance would allow groupings of 15-24+ in some of our classrooms.

Guiding Principles for Planning

This past spring, school closed suddenly without planning or guidance. We understand that this created significant gaps in terms of learning opportunities, engagement, and equity for our students. While this fall will not be an ideal learning situation, we expect it to be very different from this spring. We learned a great deal this spring about the demands of remote learning and the needs of our students. There will be more planning, an emphasis on synchronous instruction, a focus on covering essential standards, adjustment of the schedule, and preparation focused on student engagement and support. At the same time, we continue to aim at a moving target in terms of both epidemiology and policy. Our planning is guided by the following commitments:

- Decision making based on the latest research and epidemiology as well as input from staff, students, and families
- Prioritizing the health, safety, and well-being of our students, staff, and families above all else
- Equity will remain at the core of our work as we design learning programs for students
- We will support student and staff social-emotional well-being, acknowledging that the school experience will be very different when compared to previous years
- Support for teacher planning, preparation, and training, both before and during the school year

Fall 2020 Common Program Elements

Because the situation is both unpredictable and likely to change over the course of the year, we are committed to developing an **overarching framework that will adapt to all three options** with the ability to switch to all-remote or phase-in hybrid instruction as appropriate. For this reason, all three program plans are built on a common semesterised course schedule. The final process and decision for beginning schooling this fall will need to balance medical safety, mental health, equity, and educational goals. All three plans share the following elements.

As they do currently, students take the following number of classes during the school year. Final options will depend on available offerings.
- Grade 9 - 5 required, 1 elective, PE
- Grade 10 - 5 required, 1.5 electives. PE
- Grade 11 - 5 required 1-2 electives or possibly PE
- Grade 12 - 5 required 1-2 electives or possibly PE

Educational Program Details
- Schedule with 4x80 minute blocks per day with semester long classes
- One day per week (Wednesday) for structured office hours, Advisory, PE meetings, Counseling meetings, and Xblock (ends by 2:45 per contract to allow for staff/department/PLC meetings) (Detailed view is included in this section)
- Physical Education all (or mostly) remote - PE classes will meet once per week online and teachers will check in with students once per week in small groups (built around student schedules). Grade 9 will meet all year. Other classes will be 1 term.
- Teachers teach 5 classes per year (3 one term and 2 another)
- Students would take ~3 classes per semester, plus PE
- Students can register for 6-7 classes per year, plus PE (see above)
- Consider heterogeneous grouping (Honors and Curriculum A combined) for specific 9-11 requirements to increase equity, teacher attention, and even class sizes
- Special Education, ELL, and 504 services will be delivered per student plans
- Instrumental/chorus can register yearlong
- Some electives may move all or mostly remote
- Open campus - students leave or are assigned when not in class
- No homeroom
- 8:30a-2:56p School Day

Common weekly 4x4 schedule

Monday	Tuesday	Wednesday	Thursday	Friday
A1 - 80" 8:30-9:50a	A2 - 80" 8:30-9:50a	A - 30" 8:30a-	A1 - 80" 8:30-9:50a	A2 - 80" 8:30-9:50a
		B - 30" 9:30a-		
		Advisory - 30'		
B1 - 80" 10:00-11:26a	B2 - 80" 10:00-11:26a	C - 30" 10:30a-	B1 - 80" 10:00-11:26a	B2 - 80" 10:00-11:26a
		D - 30" 11:00a-		
		PE - 30" 11:30a		
Lunch - 30"	Lunch - 30"	PE - 30" 12:00p	Lunch - 30"	Lunch - 30"
C1 - 80" 12:06-1:26p	C2 - 80" 12:06-1:26p	PE- 30" 12:30p	C1 - 80" 12:06-1:26p	C2 - 80" 12:06-1:26p
		PE - 30" 1:00p		

		X/Counseling 1:30-2:30p		
D1 - 80" 1:36-2:56p	D2 - 80" 1:36-2:56p		D1 - 80" 1:36-2:56p	D2 - 80" 1:36-2:56p
		Staff Meetings 2:45-3:45p		

Sample yearly 4x4 schedule

Term 1	Term 2	Term 3	Term 4
A - English	A - English	E - History	E - History
B - Math	B - Math	F - Science	F - Science
C - Elective	C - Elective	G - World Language	G - World Language
D	D	H - Elective	H - Elective

Sample Lunch Schedule

Period	Start	Finish	Minutes
1st Lunch Gym	**11:36 AM**	**12:06 PM**	30
1st Class	12:06 PM	1:26 PM	80
2nd Class	11:36 AM	11:56 AM	20
2nd Lunch Cafe	**11:56 AM**	**12:26 PM**	30
2nd Class	12:26 PM	1:26 PM	60
3d Class	11:36 AM	12:36 PM	60
3d Lunch Gym	**12:36 PM**	**1:06 PM**	30
3d Class	1:06 PM	1:26 PM	20
4th Class	11:36 AM	12:56 PM	80

4th Lunch Cafe	**12:56 PM**	**1:26 PM**	30

The Hybrid Learning Program combines in-person instruction with independent student work to provide space and staffing for social distancing and limiting classroom contact among students and staff. If levels of community spread of COVID-19 are low and school-based precautions can be shown to be safe, we could use this option to allow for more interaction. We might start the year with this option or phase it in following a period using the Remote Learning Program.

Educational Program Details

- Hybrid learning will combine 80-minute in-person seminars (9-12 students) with independent work such as videotaped lectures, readings, online quizzes, projects, and written assignments.
- Students in each class section alternate one cohort in synchronous online instruction and one cohort working independently (2 days per week "in person seminars" and 2 days per week independent work.
- Cohorts would meet on alternating days to keep class groupings between 9-12 students
- Select programs needing additional support (e.g., substantially separate programs) could be scheduled 4 days per week.
- The Remote Learning Program will be available to all students by request. Students will choose a program option.
- One day all-remote per week (Wednesday) for structured office hours, Advisory, PE meetings, Counseling meetings, and Xblock (ends by 2:45 per contract to allow for staff/department/PLC meetings)

Safety Program Details

- Distancing - 6 feet distancing in all classes and activities
- Density - Cohorts create smaller groupings 9-12 for classes (or much bigger rooms)
- Air Quality - Classrooms are being reviewed for ventilation. Air conditioning is being added in rooms adjacent to the construction or as necessary. Only rooms with adequate outside ventilation will be used.
  Passing time - 10+ minute passing time would be scheduled with one-way hallways and shifts to minimize interactions
  Lunches - 4 lunch periods in 2 different lunchrooms (Cafeteria and Blue Gym) with individual tables and 6 foot distancing. Shifts allow cleaning between groups.

- Busing - capacity will be ~12 students, requiring multiple runs (~3) per Boston bus route
  Monitoring - self-certification, monitoring, and testing protocols are being developed above state guidelines in coordination with our nursing staff and the Board of Health
- PPE - Students and staff will be required to wear masks (available on request). Face shields and barriers will be available and used where appropriate.
  Hygiene - handwashing, sanitizer, cleaning, sanitizing units
- Community Behavior - Students and families are requested to maintain social distancing discipline outside of school.

Hybrid weekly 4x4 schedule (alternating cohorts by day)

Monday	Tuesday	Wednesday	Thursday	Friday
A1 - 80" 8:30-9:50a	A2 - 80" 8:30-9:50a	A - 30" 8:30a- B - 30" 9:30a- Advisory - 30'	A1 - 80" 8:30-9:50a	A2 - 80" 8:30-9:50a
B1 - 80" 10:00-11:26a	B2 - 80" 10:00-11:26a	C - 30" 10:30a- D - 30" 11:00a- PE - 30" 11:30a	B1 - 80" 10:00-11:26a	B2 - 80" 10:00-11:26a
Lunch - 30"	Lunch - 30"	PE - 30" 12:00p	Lunch - 30"	Lunch - 30"
C1 - 80" 12:06-1:26p	C2 - 80" 12:06-1:26p	PE- 30" 12:30p PE - 30" 1:00p X/Counseling 1:30-2:30p	C1 - 80" 12:06-1:26p	C2 - 80" 12:06-1:26p
D1 - 80" 1:36-2:56p	D2 - 80" 1:36-2:56p		D1 - 80" 1:36-2:56p	D2 - 80" 1:36-2:56p
		Staff Meetings 2:45-3:45p		

Other Learning Modes: In-person Full Return and Full Remote

While the District has chosen to open with a hybrid In-person model, it is possible that with changes in COVID-19 local spread, the District will need to move to a full remote model. Or that, with greatly improved prevention and treatment options, a full return may become possible.

Menotomy Preschool Full Return Program

Full Return Program	**All Students In School** ● Up to 15 students per classroom ● 3' minimum distancing for most of day ● 3' minimum distance required for snack, lunch and mask breaks per July 17, 2020 DESE guidance ● Provides for the most in person teaching opportunities

Preschool full time student hours would be adjusted to 8:30 to 2:00 and one 1:30 dismissal day. The 2:00 end time would allow for teacher planning and extra cleaning after students leave. The morning program would remain 8:30 to 11:30. The one 1:30 dismissal day would support staff planning, professional development, meetings and cleaning.

The same safety equipment considerations as in the in-person hybrid program would apply.

Menotomy Preschool Full Remote Learning Program

Below is a draft of the Menotomy Preschool remote learning schedule. It should be noted that the first few weeks of the school year will concentrate on social emotional learning, creating

the learning community, establishing relationships, and supporting families in this transition. This schedule is a reflection of what we will work towards as we get acquainted with and build upon our preschooler's abilities. All lessons will be repetitive and playful, incorporating song, movement and visual/ gestural cues. We look forward to increases in time for academic learning as our preschoolers show readiness

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY**
8:30-8:50	(½ class) Morning Meeting/ Second Step	(½ class) Morning Meeting/ Second Step	(½ class) Morning Meeting/ Second Step	(½ class) Morning Meeting/ Second Step	
9:00-9:20	(½ class) Morning Meeting/ Second Step	(½ class) Morning Meeting/ Second Step	(½ class) Morning Meeting/ Second Step	(½ class) Morning Meeting/ Second Step	Small Groups / Social (IEP goals)
9:30-9:50	Math (1/2 Class) Activity	Math (1/2 Class) Activity	Math (1/2 Class) Activity	Math (½ class) Activity	Small Groups / Social (IEP goals)
10:00-10:30	Math (1/2 Class) Activity	Math (1/2 Class) Activity	Math (1/2 Class) Activity	Math (1/2 Class) Activity	Small Groups / Social (IEP goals)
10:30-10:50	Literacy (½ class) Activity	Literacy (½ class) Activity	Literacy (½ class) Activity	Literacy (½ class) Activity (LWOT/LL)	Small Groups / Social (IEP goals)
11:00-11:20	Literacy (½ class) Activity	Literacy (½ class) Activity	Literacy (½ class) Activity	Literacy (½ class) Activity	Small Groups / Social (IEP goals)
11:20-11:30	GoodBye Circle (whole Group)	GoodBye Circle (whole group)	GoodBye Circle (whole group)	GoodBye Circle (whole group)	
11:30-1:00	Break/ Lunch/Rest	Break/ Lunch/Rest	Break/ Lunch/Rest	Break/ Lunch/Rest	
1:00-2:00	Asynchronous / activities	Asynchronous / activities	Asynchronous / Activities	Asynchronous activities	(12:30-1:50) Teachers meet with TAs/RSPs

1:50-2:30	Teacher Planning / Consult with RSPs / Family Consult	Teacher Planning / Consult with RSPs / Family Consult	Teacher Planning / Consult with RSPs / Family Consult	Teacher Planning / Consult with RSPs / Family Consult	Teacher Planning / Consult with RSPs / Family Consult

While one-half class is live, the other half is taking a screen break/snack/playing/doing an asynchronous activity

Special Education related services will occur when students are not engaged in classroom live learning activities. Related service providers will also be able to attend live classroom learning activities throughout the week for their "push in" therapy opportunities.

General education students and students with IEP placement can attend Monday-Thursday. Only students with IEP placement attend on Friday.

**Friday's groups are used to support social IEP goals in a small group activity or direct teaching opportunities defined by individual IEP goals. (Can also be 1:1 with teaching staff.) Please note that this may be a different day and not Friday. Related Services can also occur on this day.

Full Remote Program	**All Students Fully Remote** ● All classes taught remotely by in-person staff ● To be used only if public health concerns preclude in-person learning ● Least advantageous for learning and social-emotional support

Elementary Full Return In-School Learning Program

If public health guidelines were to relax physical distancing requirements across the school day, schools may be able to increase the number of students who can be present in our schools. This

would allow all students to attend school in-person each day. Though school will look and feel different than what students are used to, our goal is to adhere to all safety recommendations.

Safety equipment/ considerations	● All students and staff will be required to wear masks inside the building ● All students will be required to wash their hands multiple times throughout the day, including at arrival and dismissal. ● Teachers/staff will be provided a PPE kit with masks, face shield, and gloves ● Building hallways will be marked for one-way traffic/transition. ● May require arrival/dismissal considerations (*ex. possible staggered times*) ● Schools equipped with disinfecting equipment. ● Life-threatening food allergies will be considered as cleaning procedures are put in place *(in consultation with the school nurse)* ● Students will primarily remain in their homerooms with teachers to limit student interaction between cohorts
Classroom capacity	● Traditional classrooms of 18-24 students ○ Larger cohorts would require repurposing larger spaces *(gym, cafeteria, library, art, music room)* ● 3 ft minimum social distancing with masks K-5
Lunch	● Cafeteria capacity of 18-22 ○ *Addition of classroom and gym space would be required to fully accommodate lunch* ● Minimum 6ft social distancing, no masks

Mask breaks/ recess	● This will require access to outside space - ○ *6ft of social distancing will require 5,000 to 10,000 sq ft* ○ *This assumes limited freedom of movement beyond dedicated personal space* ● Significant limitations to using inside space when accommodating 6ft distancing ● Tents could be an option for some buildings
Specials	● Art, PE, Music, and Library/Digital Literacy will likely require in- person and remote options
Staffing considerations	● Each class (cohort) will be assigned teachers and paraprofessionals who will make up learning communities. ● When considering the capacity of any given classroom, three adults were included (b*ased on the metric provided by DESE*)

Elementary schedules would be similar to schedules created in a typical school year, allowing for time for safety precautions and cleaning to be put in place.

Elementary Full Remote Learning Program

In this model, students will be placed in fully remote classes. Instruction will be primarily synchronous with classroom teachers, with some time dedicated to guided independent work and recorded content, depending on age and ability. Under current guidelines, student schedules will include 5 hours per day of learning time (a mix of synchronous, asynchronous, and independent activities) and also include all specials (*art, music, PE, and library*).

Throughout the time of school closure this past spring, we took note of what worked and what did not in the remote learning environment. We learned a great deal about how to navigate remote learning and how to engage our learners. *If we participate in remote learning for all students at any point during the year, it will be a different experience than it was before with more time dedicated to synchronous direct instruction and live experiences between student and school staff.* We will also continue to be thoughtful about the needs of families and will maintain a level of flexibility while working with families. We appreciate the feedback given by all families and teachers/staff. Our partnership is what will keep our programming strong.

Kindergarten Schedule (Fully Remote Learning)

Time	Monday - Friday
8:15 AM	Getting ready for the day - *Teacher is welcoming students* - *Materials are listed for the AM*
8:30 AM	Morning Meeting - *Community Building, self regulation activities and movement breaks*
9:00 AM	Screen break/Snack break
9:15 AM	Academic Block- Literacy or Math **Rotations** Group A-work with teacher Group B-read-aloud Group C-independent work Group D-screen break
11:00 AM	Movement Break
11:15 PM	Academic Block- Literacy or Math **Rotations** Group A-screen break Group B-work with teacher Group C-read-aloud Group D-independent work
12:00 PM	Lunch/Play/Screen Break
12:45 PM	Social Studies/Science - Independent Activity
1:15 PM	Small group/Check in with students who need extra support
1:50 PM	Specials

First Grade Schedule (Fully Remote Learning)

Time	Monday - Friday
8:15 AM	**Getting ready for the day** - *Teacher is welcoming students* - *Materials are listed for the AM*
8:30 AM	**Morning Meeting** - *Community Building, self regulation activities and movement breaks*
9:00 AM	**ELA Block 1** - *Phonics, Readers, or Writers Workshop*
9:30 AM	Screen Break/Snack
9:45 AM	**ELA Block 2** - *Phonics, Readers, or Writers Workshop*
10:15 AM	Screen Break
10:30 AM	**Math Block** - *whole group, small group, opportunity for off screen math practice and games*
11:30 PM	**Lunch**/Play/Screen Break
12:15 PM	**Class Meeting**
12:30 PM	**Specials**
1:15 PM	**ELA Block 3** - *Phonics, Readers, or Writers Workshop*
1:45 PM	**Social Studies/Science Block**
2:15 PM	**Closing Meeting**

Grades 2-5 Remote Schedule

Time	Monday - Friday minutes breakdown
8:15 AM	**Getting Ready for the Day**
8:30 AM	**Morning Meeting** **30 minute synchronous meeting** greeting, sharing, activity, review goals for day
9:00 AM	**Academic Block** 30 minute synchronous mini-lesson 45 minute small group instruction or teacher directed practice
10:15 AM	**Snack and movement break**
10:30 AM	**Academic Block** 30 minute synchronous mini-lesson 30 minute small group instruction or teacher directed practice
11:30 AM	**Social Break** SEL activity
11:45 PM	**Academic Block** Asynchronous/Synchronous mini-lesson and practice Direct Instruction/ Independent Activity/Small Group
12:20 PM	**Lunch Break**
1:00 PM	**Specials**
1:40 PM	**Academic Block** Asynchronous/Synchronous mini-lesson and practice Direct Instruction/ Independent Activity/Small Group
2:20 PM	**Closing Circle** **10 minute synchronous class meeting** Review homework, reflect on the day, wrap up
2:30 PM	**Exit System/Checkout**

* Wednesday Schedule would mirror Hybrid Schedule

Gibbs School Full Return Learning Program

"All In-person", means students return with classrooms schedules, and safety protocols in place to meet health requirements. All spaces at the Gibbs 6th Grade School regardless of designation, i.e. library, cafeteria, gymnasium, and theatre would be used for classroom sessions and/or lunch.

Scenario 1: All 505 Students Return to School

				Gibbs Grade 6 Sample Student Schedule Scenario				
				Return of ALL students				
				Cluster of 100 Students - Avg 25 Students Per Section				
				Monday	Tuesday	Wednesday	Thursday	Friday
				In School				
Duration	Start Time	End Time	Periods	Day A	Day B	Day A	Day B	Day A
20	8:05 AM	8:25 AM	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
51	8:28 AM	9:19 AM	Period 1	Eng	Eng	Eng	Eng	Eng
51	9:22 AM	10:13 AM	Period 2	Hist	Hist	Hist	Hist	Hist
51	10:16 AM	11:07 AM	Period 3	Math	Math	Math	Math	Math
Pr4=51 Lunch=3	11:10 AM	12:38 PM	Period 4	Sci	Sci	Sci	Sci	Sci
51	12:41 PM	1:32 PM	Period 5	PE	Fr/Lat/Mand/Sp	PE	Fr/Lat/Mand/Sp	PE
51	1:35 PM	2:26 PM	Period 6					
		36 Days	Term 1	FACS	FACS	FACS	FACS	FACS
		36 Days	Term 2	Art	Art	Art	Art	Art
		36 Days	Term 3	CompSci	CompSci	CompSci	CompSci	CompSci
		36 Days	Term 4	TECH	TECH	TECH	TECH	TECH
		36 Days	Term 5	Music	Music	Music	Music	Music
	Total=	180 Days						

This scenario will undoubtedly be challenging to execute. There would be changes, challenges and limitations. They include:

- Six lunch rotations to keep students in their cohorts with 20 minutes for cleaning in between rotations. Lunch would last from 11-1:20ish
- DESE … " We encourage districts and schools to aim for six feet of distance between individuals where feasible. At the same time, a minimum physical distance of three feet has been established when combined with other measures outlined in this list of safety." Under an all In-person plan - we would establish a strict 3 feet of distance between students at all times, except during lunch when they would be 6 feet apart with masks off.
- All subjects including Science and Art will be taught "from a Cart". Teachers will lose the ability to control their environment and create a classroom environment with their subject as focal points
- Advisory expands to homeroom size to minimize group interaction
- Band Chorus and Orchestra will be all remote & after school

- DML all remote - room has no windows
- PE all remote - using the Gym for 6 lunch rotations
- Recess to be replaced by masks breaks.

Gibbs School Full Remote Learning Program

In the event the Gibbs School needs to shift from a hybrid or all-person model to an all remote model, our teachers and staff will be prepared to make a seamless transition. The in-person part of the hybrid schedule will in fact be duplicated virtually in a synchronous manner.

Remote learning will be conducted in the following way:
- All students will start their day in Advisory daily. This is part of the Gibbs 6th Grade School 6th grade school Tier 1 approach to social emotional learning.
- In an all remote format, advisory groups will be 15-16 students versus 20-23, for "In-person" learning.
- To help families organize and support students learning at home, two-way communication shall be established between teachers and families.
- Teachers will send a daily task calendar to students and parents on a daily and/or weekly basis.
- The Gibbs staff learned from the transition to asynchronous learning last spring. In preparation for the fall reopening, there will be an emphasis on planning synchronous learning to keep students engaged and connected with the class lessons. Teachers will do so by using background knowledge of the class, students' interests, and a variety of platforms offered by the APS.
- Protocols for classroom engagement, school values (Understanding, Unifying, Unstoppable), COVID-19 safety protocols, hallways transition expectations, arrival and departure routines, etc. will all be taught, modeled, reinforced, and reminded in a thoughtful and gradual manner.
- Parents/guardians of students with high needs, an IEP and/or ELL services will receive additional information to understand how those services will be provided.
- Academic expectations, homework, and grading policies will be covered during orientation and in class.
- Behavioral expectations, and proper etiquette for electronic use and access to /technology will be addressed during orientation and throughout the school year.
- Students will attend class daily and full-time, not in the modified version that was offered in the spring; classes are from 8:30- 2:56 with a 30 minutes dedicated for lunch and regular opportunities for brain break during and between courses.

- Some of the Unified Arts classes may need to be creatively modified, nevertheless, students will be taught essential, useful, and relevant aspects of the subjects.

Below is a visual of our All Remote daily schedule.

- A visual of our All Remote daily schedule.

		Monday	Tuesday	Wednesday	Thursday	Friday
		All Remote/ High Needs In-person	All Remote/ High Needs In-person	All Remote/ High Needs In-person	All Remote/ High Needs In-person	All Remote/ High Needs In-person
Adv	8:30	Advisory	Advisory	Announcements & Advisory	Advisory	Advisory
Pd.1	9:00	English	English	9:00 - 9:51 BCO/ CO-TO	English	English
Pd.2	9:54	Math	Math	9:54 - 10:45 W.I.N./CO-TO	Math	Math
Pd.3	10:48	Science	Science	10:48 - 12:09 W L/ CO-TO	Science	Science
Pd.4	11:42	Anc Civ	Anc Civ	11:13 - 11:43 Lunch	Anc Civ	Anc Civ
Pd.5	12:43	PE	World lang	Asynchronous Learning & O.H.	PE	World Lang
Pd.6	1:11	ELC	ELC	Asynchronous Learning & O.H.	ELC	ELC
Pd.7	2:05	W.I.N.	W.I.N.	Asynchronous Learning & O.H.	W.I.N.	W.I.N.

Ottoson Middle School Full Return Learning Program

The Ottoson full return in-person plan seeks to provide in-school learning for all students. In this model, students will follow a seven-period, four day schedule and remain within their learning community cohort for the entirety of their day. Students will attend ASPIRE at the beginning of each day, which will serve as a homeroom period, but also as a place to incorporate some social emotional learning and mindfulness activities. Students will be in classrooms with approximately three to four feet of distance between desks. Students will remain within their learning communities for world language and special classes (i.e. art, music, technology, FACS). In order to safely execute this plan, students will not be able to take band, chorus or orchestra during the school day.

Schedule

Time	A Day	B Day	C Day	D Day
8:30 - 8:40	ASPIRE	ASPIRE	ASPIRE	ASPIRE
8:42 - 9:30	Period 1	Period 1	Period 1	Period 1
9:32- 10:20	Period 2	Period 2	Period 2	Period 2
10:22 - 11:10	Period 3	Period 3	Period 3	Period 3
11:12- 12:26 1st Lunch 2nd Lunch 3rd Lunch	Period 4	Period 4	Period 4	Period 4
12:28 - 1:16	Period 5	Period 5	Period 5	Period 5
1:18 - 2:06	Period 6	Period 6	Period 6	Period 6
2:08 - 2:56	Period 7	Period 7	Period 7	Period 7

Details
- Students will follow a daily seven-period schedule.
- Students will change classrooms each period.

- Students will have four learning community classes (English, math, science, social studies) with their learning community classmates.
- Students will have their three out-of-learning-community classes (PE, art, world language, etc.) with their learning community classmates. Historically, these classes were mixed with students across learning communities. This year, we will not mix learning community students.
- When traveling to a World Language or a specials class, students will follow arrows so that students are not too close to other students in the hallway.
- Stairways will be labeled as "up" or "down" so that students are only going in the same direction (except in the case of an emergency).
- ASPIRE will take place at the beginning of the day and serve as a homeroom period.
- Lunch will be a combination of students eating lunch in the cafeteria (6 feet apart) or supervised in classrooms (6 feet apart). Students will bring in their own lunch or request a hot lunch from the school cafeteria at the beginning of the day.
- Students will not use school lockers; they will carry backpacks.
- The PE block will take place outdoors as often as possible.

Health & Safety Details
- All persons will be required to wear masks at all times; mask breaks will be incorporated throughout the day.
- Frequent and regular handwashing opportunities will be provided, as well as constant access to hand sanitizer.
- Hallways and stairwells will be clearly marked with directional arrows to promote one-way traffic and support social distancing.
- Each learning community will be assigned to a specific entrance of the building in order to maintain appropriate social distancing during arrival and dismissal.

Ottoson Middle School Full Remote Learning Program

Introduction

Our remote learning plan seeks to provide students with asynchronous and synchronous learning each day, and limits the amount of consecutive screen time to less than ninety minutes on most days. Additionally, it minimizes disruptions if and when we transition to a hybrid model.

In this plan, students will follow a seven-period day (please see the schedules below).

Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
	Every Class Meets Once Synchronously			Every Class Meets Once Synchronously	
8:30 -8:40	ASPIRE	ASPIRE	ASPIRE 8:30 - 8:50	ASPIRE	ASPIRE
8:45 - 9:30	Period 1	Period 1	Period 1 9:00 - 9:20	Period 1	Period 1
9:35- 10:20	Period 2	Period 2	Period 2 9:30 - 9:50	Period 2	Period 2
10:25 - 11:10	Period 3	Period 3	Period 3 10:00 - 10:20	Period 3	Period 3
11:10- 11:40	Lunch	Lunch	Period 4 10:30 -10:50	Lunch	Lunch
11:40- 12:25	Period 4	Period 4	Lunch 10:50 - 11:30	Period 4	Period 4
12:30 - 1:15	Period 5	Period 5	Period 5 11:30 - 11:50	Period 5	Period 5
1:20 - 2:05	Period 6	Period 6	Period 6 12:00 - 12:20	Period 6	Period 6
2:10 - 2:56	Period 7	Period 7	Period 7 12:30 - 12:50	Period 7	Period 7

- Students will meet synchronously for 3 to 4 periods a day, and asynchronously for 3 to 4 periods a day with the exception of Wednesdays. Looking at the above schedule, students will meet synchronously periods 1, 4, and 5 on Mondays/Thursdays and periods 2, 3, 6, and 7 on Tuesdays/Fridays.

- Each course is scheduled to meet synchronously twice a week and asynchronously twice a week. See the below schedule for an example.

- When a class is scheduled to meet asynchronously, teachers are expected to be available to students for support in real time, whether this is in the form of office hours, small group work, or individual check-ins.

- Wednesdays will be used as a 'flex' day. Wednesdays will have a longer ASPIRE block, office hours, small group work, academic intervention classes and special education service delivery. When we have a 4-day week (e.g., when there is a Monday holiday), this 'flex' day will be eliminated.

Example of a student's remote schedule with classes labeled:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 -8:40	ASPIRE	ASPIRE	ASPIRE 8:30 - 8:50	ASPIRE	ASPIRE
8:45 - 9:30	English	English	English 9:00 - 9:20	English	English
9:35- 10:20	Math	Math	Math 9:30 - 9:50	Math	Math
10:25 - 11:10	Science	Science	Science 10:00 - 10:20	Science	Science
11:10- 11:40	Lunch	Lunch	Social Studies 10:30 -10:50	Lunch	Lunch
11:40- 12:25	Social Studies	Social Studies	Lunch 10:50 - 11:30	Social Studies	Social Studies
12:30 - 1:15	World Language/ Support	World Language/ Support	World Language/ Support 11:30 - 11:50	World Language/ Support	World Language/ Support
1:20 - 2:05	Art/Music/ FACs/Tech	Art/Music/ FACs/Tech	Art/Music/ FACs/Tech 12:00 - 12:20	Art/Music/ FACs/Tech	Art/Music/ FACs/Tech

| 2:10 - 2:56 | Chorus | PE | PE/Chorus 12:30 - 12:50 | Chorus | PE |

Details

- Each scheduled day will begin with a brief ASPIRE block. This will allow teachers to engage students and to provide social emotional support to them at the start of the day. In addition, attendance will be taken during ASPIRE blocks, including on Wednesdays.

- This schedule provides a predictable and structured schedule each day while giving students individual flexibility during asynchronous blocks (feedback from students and families indicated that more structure is desired than in the spring).

- By structuring each day in a 7-period schedule, and having each period be either synchronous or asynchronous with a dedicated teacher 'on call,' students are provided with a specific structure.

- During asynchronous periods, teachers will be available to students for live check-ins; teachers may also use this time to work synchronously with small groups or individuals based on student need. We learned in the spring that while many students can work independently, other students benefit from extra help and/or more frequent check-ins. Asynchronous periods allow for these types of check-ins and support, and also provide time for teachers to work with small groups or individuals as needed.

- Classes that meet every other day (Band, Chorus, Orchestra, PE) would always meet synchronously. See the example of a student's remote schedule above. For example, chorus and PE meet synchronously each day from 2:10 to 2:56.

- Wednesdays will be a day of synchronous classes. Teachers will use the remainder of the day for professional development and team meetings.

- This combination of synchronous and asynchronous learning follows best practices for limiting consecutive screen time for students. Guidelines for screen time recommend no more than 90 consecutive minutes before taking a break.

- During a remote plan, certain subgroups of students that struggle during distance learning would attend school in person, for example, students that receive more than

75% of their academic services outside the general education setting, English language learners, students who are homeless, students who are in foster care or congregate care, and students who primarily use aided and augmented communications.

Arlington High School Full Return In-Person Learning Program Elements

The In-Person Learning Program returns all of our students to the school building under conditions intended to limit the spread of COVID-19. Under this plan, students would meet in regular classes 5 days a week. Given the limits of space and staffing, this is only possible under the state's guidelines that allow for 3 feet of spacing between student chairs and a 6 foot space for teachers. Even with these considerations, Arlington High School will be hard pressed to schedule our student population in full-sized, adequately ventilated spaces. With increased enrollment (currently 1521 students) and a building already at 90% capacity, the loss of internal or small classrooms will require use of every corner (e.g., library, gyms) to accommodate the required limits on space and class sizes.

If levels of community spread of COVID-19 become extremely low and school-based precautions of 3 feet can be shown to be safe, we could use this option to return to a more normal version of school and classroom instruction.

As students are able to choose the Remote Learning Program, it is possible that in-person enrollment would be lower, but this option might be better achieved by beginning with Remote Learning and then targeting in-person instruction to our most vulnerable students.

Educational Program Details

> ● In-Person learning will involve classes of 18-24 students which meet 4 times a week in 80 minute blocks.
> ● The Remote Learning Program will be available to all students by request. Students will choose a program option.
> ● One day per week for prep/review for AP/Math/WL/MCAS, Community Block, planning, and staff meetings (replaces the Tuesday early release).

Safety Program Details

> ● Distancing - 3 feet distancing in all classes and activities. Teachers at 6 feet at the front of the classroom.
> ● Classroom arrangement - All students facing forward and seated at desks.
> ● Air Quality - Classrooms are being reviewed for ventilation. Air conditioning is being added in rooms adjacent to the construction or as necessary. Only rooms with adequate outside ventilation will be used.

● Passing time - 10+ minute passing time would be scheduled with one-way hallways and shifts to minimize interactions
● Lunches - 4 lunch periods in 3 different lunchrooms (Cafeteria, Blue Gym, and Red Gym) with individual tables and 6 foot distancing. Shifts allow cleaning between groups.
● Busing - capacity will be ~12 students, requiring multiple runs (~3) per Boston bus route
● Monitoring - self-certification, monitoring, and testing protocols are being developed above state guidelines in coordination with our nursing staff and the Board of Health
● PPE - Students and staff will be required to wear masks (available on request). Face shields and barriers will be available and used where appropriate.
● Hygiene - handwashing, sanitizer, cleaning, sanitizing units
● Community Behavior - Students and families are requested to maintain social distancing discipline outside of school.

In-person weekly 4x4 schedule (4 x per week - no cohorts)

Monday	Tuesday	Wednesday	Thursday	Friday
A - 80"	A - 80"	Prep/review AP/Math/WL/MCAS Health	A - 80"	A - 80"
B - 80"	B - 80"		B - 80"	B - 80"
Lunch - 30"	Lunch - 30"		Lunch - 30"	Lunch - 30"
C - 80"	C - 80"	Community	C - 80"	C - 80"
D - 80"	D - 80"		D - 80"	D - 80"

Arlington High School Full Remote Learning Program Elements

The state has indicated that all students have the option to choose a remote learning option. The Remote Learning Program will be available to all students and may be determined to be the appropriate way to start the school year. In addition, should we need to switch to remote learning midway through the year, we would follow this schedule.

Educational Program Details

- Remote learning will combine synchronous online lessons with independent work such as videotaped lectures, readings, online quizzes, projects, and written assignments.
- Students in each class section alternate one cohort in synchronous online instruction and one cohort working independently (2 days per week "in person seminars" and 2 days per week independent work.
- Cohorts would meet on alternating days by period so that students have breaks between synchronous online classes.
- One day per week for prep/review for AP/Math/WL/MCAS, Community Block, planning, and staff meetings (replaces the Tuesday early release)

Remote weekly 4x4 schedule (alternating cohorts on alternating days)

Monday	Tuesday	Wednesday	Thursday	Friday
A1 - 80" 8:30-9:50a	A2 - 80" 8:30-9:50a	A - 30" 8:30a- B - 30" 9:30a- Advisory - 30'	A1 - 80" 8:30-9:50a	A2 - 80" 8:30-9:50a
B1 - 80"	B2 - 80"	C - 30" 10:30a-	B1 - 80"	B2 - 80"

10:00-11:26a	10:00-11:26a	D - 30" 11:00a- PE - 30" 11:30a	10:00-11:26a	10:00-11:26a
Lunch - 30"	Lunch - 30"	PE - 30" 12:00p	Lunch - 30"	Lunch - 30"
C1 - 80" 12:06-1:26p	C2 - 80" 12:06-1:26p	PE- 30" 12:30p	C1 - 80" 12:06-1:26p	C2 - 80" 12:06-1:26p
		PE - 30" 1:00p		
		X/Counseling 1:30-2:30p		
D1 - 80" 1:36-2:56p	D2 - 80" 1:36-2:56p		D1 - 80" 1:36-2:56p	D2 - 80" 1:36-2:56p
		Staff Meetings 2:45-3:45p		

Educator Collaboration

Educators across schools, grade levels, and within shared discipline areas will continue to collaborate in order to best meet the needs of students. We have designated Wednesdays as an early release day for all educators PK-12 in order to provide the time and structure for this collaboration to take place.

Professional Learning: The professional learning days before school begins and throughout the 2020-2021 school year, professional learning will focus on reviewing the health and safety protocols educators will have to implement with students, using select digital tools for in-person and remote learning that support interaction, and content, concept, and skill learning; building educator capacity for meeting the social and emotional needs of our students (including identifying the types and signs of trauma and protective factors); and supporting educators in implementing anti-racist curriculum within their classrooms.

Common Safety Measures for all In-Person and Hybrid Models

DESE Health Protocols: The state issued [protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings](#) on July 17 in the state. These guidelines are to be followed under circumstances in buildings when there are suspected or confirmed COVID cases in the buildings or classrooms. Given the unknowns regarding this SARS virus, APS will have even stricter health-related protocols to include measures to mitigate possible contagion as emergency protocol amendments. This includes, but is not limited to the following: If a student or staff member has a temperature of or greater than 100.0 degrees Fahrenheit , they will need to stay home from school and will be asked to have a COVID-19 test by a medical provider or lab. Any student with any concerning symptoms shall be asked to be sent home from school. If a student has concerning symptoms (See what families need to know below), parents will have to pick up their child within 30 minutes of being called. It is advised that families provide minimally two to three emergency contacts should they be unavailable to pick their child up from school in a timely manner.

 Students will be taught to minimize risks through handwashing, social distancing and in some cases, wearing a mask or face covering. While a mask or face covering is required, medical conditions, disability impact or other health or safety factors will be considered in this requirement

Personal Protective Equipment (PPE) Preparedness: APS has appropriate medical grade PPE available for APS staff and students and the district will follow DESE and medical guidelines in the distribution of specific PPE to APS staff. Arlington's [Mask/Face Covering Protocols](#) contains masking guidelines, masks that are acceptable at school, and instructions for correctly putting on a face mask. The district understands that this may be a challenge for some students, and will support students with education on mask etiquette as students need to adhere to the requirement. Families will be contacted if students willfully do not follow these and other safety protocols.

School Safety Protocols:
Common safety protocols will be followed across the district, and will be reinforced throughout the school day. Although protocols are included throughout this document, they are also included here.

The Arlington Public School administrative team has considered the guidance from the state, the current climate and context within the Arlington community, as well as the mounting research and advice from the science community. Key to this plan will be the ability for staff and students to:

- maintain 3ft to 6ft of social distancing across the school day
- wear face masks and protective face coverings during the school day (with scheduled mask breaks)
- remain in small classroom cohorts, with limited interaction between cohorts
- utilize the classroom for all core instruction at the elementary level
- Specials (art, PE, music, library, Digital Literacy) will be delivered remotely
- Lunch will take place outside whenever possible - inclimate days, lunch will be held in designated safe places throughout the school, ie. gym, cafeteria, and classrooms
- regularly wash hands across the school day and frequently disinfect all used surfaces

School Attendance Guidelines:

Student attendance will be taken each school day, whether the instruction takes place in-person or in a remote format.

Any family choosing for their student to participate in an online academy that is not provided through the Arlington Public Schools must transfer their enrollment to that on-line academy.

Also, If a student will participate in a home school program rather than Arlington Public Schools an application must be submitted to Dr. Roderick MacNeal for approval by September 1, 2020. Once approved the student will be unenrolled from Arlington Public Schools.

Enrollment of a student in the spring or summer of 2021 for the 2021-2022 school year who attains the age of 6 prior to January 1, 2021, will be enrolled in the 2021-2022 1st grade class.

Please note that the Compulsory Attendance Law requires children to attend school beginning in September of the calendar year in which he or she attains the age of 6 through the age of 16.

When a Student or Staff Member becomes Ill: See [protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings](#)

Notify Health Officials and Close Contacts: A diagnosis of COVID-19 is protected under HIPAA, an act to protect the identity of those with medical conditions. No persons will be identified by

school administration or nursing to others regarding who has this disease. However, it is important that people with COVID-19 with their school nurse.

Transportation Safety:

While the extent of transportation services to be provided in the upcoming year, and the protocols to be followed, have not yet been determined, some information is known and can be provided to families.First, the District is legally required to provide transportation services that are included in a student's Individualized Education Plan (IEP) and will continue to do so. However, under DESE guidance that was recently released (Fall Reopening Transportation Guidance), a minimum 3-foot separation is required between riders on buses and vans (with the exception of students from the same family who are allowed to sit next to each other). This will likely require changes to the number of students per vehicle and possibly the size of the vehicle that is dispatched to pick up the students. The Arlington Public Schools will review the plan with the Department of Health to determine if additional adjustments may be required.

District staff are currently reviewing routes and ridership from the 2019-2020 school year and contacting the transportation companies to develop a rough estimate of the potential cost increases for the 2020-2021 school year. A survey was sent to families that were eligible for transportation in the 2019-2020 school year that also may be eligible for transportation in the 2020-2021 school year. In addition to the changes required for social distancing, the transportation companies and the District will also have additional costs including protective gear for drivers and monitors, as well as, added time to sanitize vehicles between runs. Under the hybrid model, students that are considered high needs will have the opportunity to attend school four days a week, with the possibility of some students attending five days, so there may be no savings to the number of days where transportation is needed for these students. In addition, the District's out-of-district partners are expected to extend the opportunity for the majority of their students to attend school full-time, as well.

Buses will be significantly impacted by social distancing requirements. The number of available seats per bus, per route, is expected to fall by 64%. In other words, a bus that could previously carry 77 students on each run will be allowed to carry a maximum of 25 students, or 24 students if an adult monitor is included. This reduction may be greater after the District reviews with the Town's Department of Health. Although there will be a reduced amount of students that will be attending school at a time in a hybrid model, the reduced seating could result in some students not being able to be transported on a district provided transportation vehicle or when required, additional transportation may have to be outsourced to a vendor. In addition,

the fact that drivers will need to clean the buses between routes may require changes to pickup and drop-off times and/or a reduction of bus stops on routes.

Much like the other experiences that a student may encounter with reopening, is that transportation will not be the same as it was pre-COVID-19. Upon entering a district provided transportation vehicle, caregivers will be asked to attest that their child is well, not experiencing symptoms of COVID-19, and has not been around anyone who has tested positive for COVID-19. Additional questions may be asked upon review with the Transportation subcommittee of the CORE steering committee and Department of Health.

Also, students will not be allowed to enter a district-provided transportation vehicle without a mask and will be required to wear a mask through the entire duration of being transported to and from school barring medical exemptions. Buses will be ventilated with fresh air by keeping windows open whenever possible in order to reduce the risk of transmission of COVID-19. Also, students will be assigned a static seat assignment that meets the DESE and local Department of Health physical social distancing requirements.

Letters to caregivers regarding special education and general education bus transportation will be sent in August to provide information regarding door-to-door and regular education bus transportation, and determine which families wish to continue transportation services.

Additional guidelines shared by the DESE transportation guidance focuses on supporting districts to develop a transportation strategy that provides safe conditions for all students and staff traveling by bus or van, while also maximizing in-person learning.

Potential seating diagrams on two kinds of buses are shown here:

Bus Model: 71-passenger bus
Max. capacity with physical distancing requirements: 23 passengers (32% full capacity)
Seat map configuration:

Bus Model: 47-passenger bus
Max. capacity with physical distancing requirements: 15 passengers (32% full capacity)
Seat map configuration:

The District is encouraging families to take safe alternative transportation options for students when possible, including family-provided transportation, walking, and biking.

What families should know about COVID-19 for safe return to in-person school
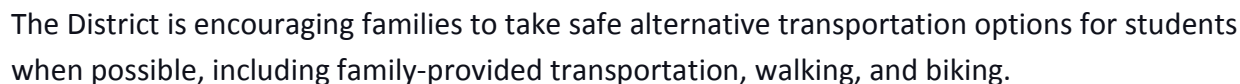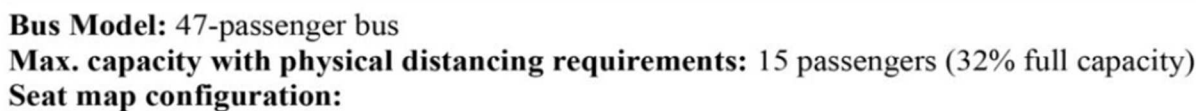
- **Know how to communicate with your school**
  - Do you know how to contact the school nurse?
    Check the APS website for a link to your school's page (from the school list drop-down box) to see the phone number for your school's nurse.
  - Does the school have the best phone number to reach you during the day? Please provide between two to four emergency contacts of people who you believe can pick up your child in a safe manner and will not be high risk for COVID-19. The district knows these are personal decisions

and will need to be a discussion at home. Contact your school for instructions on how to update your contact and emergency information in PowerSchool.

- **Know how to screen for symptoms of COVID. Screen your child for symptoms every day before going to school.**

    - **Students must stay home if they are feeling unwell**. Everyone must do their part to protect others and not come to school if they are exhibiting any COVID-19 symptoms, which are outlined below.

- **If your child has any of the symptoms below, they must get a test for COVID-19 before returning to school. The alternative is to remain at home in self-isolation for 14 days from symptom onset.**
    - Fever (100.0° Fahrenheit or higher), chills, or shaking chills
    - Cough (not due to other known cause, such as chronic cough)
    - Difficulty breathing or shortness of breath
    - New loss of taste or smell
    - Sore throat
    - Headache, *when in combination with other symptoms or new onset (ie: no previous history of migraines)*
    - Muscle aches or body aches
    - Nausea, vomiting, or diarrhea
    - Fatigue, *when in combination with other symptoms*
    - Nasal congestion or runny nose (not due to other known causes, such as allergies) *when in combination with other symptoms*

If you are notified that your child was a close contact of a COVID-19 case, your child must be tested for COVID-19 before returning to school. Test should take place 4-5 days after the last exposure.

- **Know your test site. Make a plan for where you will take your child to get tested.** It is also a good idea to contact your child's primary care physician or provider for further instructions. Please note, students should be kept home while waiting for test results.

- **Know what to do when you get your child's COVID-19 test results**.

    - Call the school nurse to discuss your child's test results as soon as you receive them, whether they are positive or negative. The nurse will provide further instructions.

- **For a positive test result, expect to do the following:**

  - Remain at home at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.
  - Answer the call from the contact tracing team (local board of health or Community Tracing Collaborative) and help identify/notify close contacts to help prevent transmission. The contact tracing team will ultimately clear your child for return to school.

- **For a negative test result, return to school will depend on having NO symptoms for at least 24 hours. Check with the school nurse before returning to school.**

- **Know what to expect at school: 3 critical measures to prevent the spread of COVID-19**

Wearing masks. All students K-12 will be required to wear a mask that adequately covers both their nose and mouth at all times, except for designated breaks, which will occur throughout the day.

- Exceptions will be made for students with medical, behavioral, or other challenges who are unable to wear masks/face coverings.
- **You should provide your child with a mask to wear on the way to school and during the school day.** Cloth masks should be washed daily.
- Please send your child to school with at least two masks.
- We will have masks available, if needed, for students who need one during the school day.

Hand hygiene. Your child will be required to perform hand hygiene (hand washing or sanitizing) upon arrival to school, before eating, before putting on and taking off masks, and before dismissal.

Physical distance. As COVID-19 is transmitted through respiratory droplets, distance between individuals reduces risk. In classroom settings, when all parties are wearing masks, a minimum of 3 feet of separation is needed; if one or both parties are not wearing masks, 6 feet is needed. (Kindergarten and first grade students without masks may be 3 feet apart, but no less, which is permissible given the lower susceptibility of the age group).

- Your school will likely assign seats or designate cohorts of students to help mitigate the transmission of the virus. Please encourage your child to follow these instructions.

What do I do if I have other questions not answered here? Contact your school nurse for further information.

Facilities and Operations

Food Service: Arlington Public Schools Food Service will offer breakfast (for applicable schools) and lunch in all potential learning models. Hybrid students will be offered access to meals during the school day provided in a safe and sanitary manner utilizing DPH protocols and as approved by the Local Board of Health. Self service will be limited and touchless payments and recording of transactions will occur. Hybrid students learning at home will be offered meals to take or a pick-up or delivery system will be implemented, depending on the needs of the students and families. Remote learning students will be offered meals utilizing either a pick-up method or delivery system. An ordering system will be implemented to ensure remote students have proper access to meals.

Indoor Air Quality: In order to suppress the spread of COVID-19 in our school buildings, the District intends to use system engineering controls such as increased fresh-air ventilation in conjunction with improved air filtration (upgrade to MERV-13) where possible. The Facilities Department has conducted various equipment inspections and performed maintenance and repair activities, and also intends to outsource the recommissioning of HVAC equipment and reprogramming of building automation systems as necessary to align with emerging ASHRAE guidance prepared for K-12 Schools. Facilities intends to operate fresh air and exhaust systems for longer run periods to maximize opportunity for filtration and achieve as many air changes as possible. Interior spaces without windows and sufficient mechanical ventilation will not be recommended for student activities. Under the current pandemic medical guidelines, fans are not permitted for use as it could cause spread to others. Unless they are used as an exhaust method in windows.

Sanitization of Buildings: In order to suppress the spread of COVID-19 the district will have to take additional measures related to custodial care. In addition to general cleanliness, sanitization is now of paramount importance. Based on experience in March of this year, and in anticipation of increased demand come re-opening, the Facilities Department has been working hard to increase its fleet of electrostatic sprayers in order to increase sanitization efficiency and efficacy, and increase capacity to respond to building occupant's concerns. The increased sanitization frequency of high-touch surfaces, such as door knobs, railings, faucets, flushometers, elevator buttons will require an increased level of effort from the Facilities

Department. These surfaces should be addressed 3-4 times daily. Regular sanitization of hard surfaces such as desks, tables and countertops will also need to occur daily. It is recommended Facilities personnel be responsible for disinfection of desks between different cohorts of students in spaces of the buildings.

Historically, these activities were not necessarily covered in the daily work load. As such, additional custodial resources will be required to meet the increased workload. Depending on the location and level of activity, this increased need will be met through a combination of additional FTE staff via contracted 3rd party services and increased overtime for existing staff. It is expected that a minimum of 2 FTE additional will be required. Further, the value of additional FTE staffing would help address staffing shortages due to vacancies and absences. Customarily, in the event of a sick call, personal day, or vacation leave, or some other accrued/paid time off, a custodian is shifted from another building, often only to perform core functions such as emptying trash and servicing bathrooms. Under normal circumstances, the short-term provision of minimal services is suitable as other activities, such as dry mopping or vacuuming, can be temporarily halted without adverse impact. Under the 'new normal' conditions, we are not afforded the luxury of delaying sanitization; it must occur daily, or as selected schedule requires.

Exit and Entry Access points: The Facilities department ordered decals to be displayed on doors, walls and floors in each building to help communicate COVID-19 related expectations. The Facilities department is investigating exterior decals to indicate social distancing measures that will be required at arrival/drop off and dismissal/pickup times. The Facilities Department has also procured free-standing hands-free stanchion mount hand sanitizer dispensers to be placed at the main entrances of every school building as well as cafeterias. At entrance doors and in main lobbies, we will have decals indicating face coverings are required, and to practice social distancing. There will be signs near hand sanitizer dispensers directing students, staff and visitors to use hand sanitizer upon entering the building, and other areas where provided, such as cafeterias.

Interior Building Decals: There will also be floor decals indicating where to stand at locations where a line may form and social distancing measures need to be upheld. Further, there will be floor decals guiding the flow of traffic in common hallways where necessary.

Student Learning Spaces: Principals have generated a list of classroom spaces and measured dimensions of classrooms to determine classroom capacity. Principals have inventoried these learning spaces with reconfiguration in consideration to maximize the amount of students that can fit in the classroom at the 3 foot minimum physical distancing requirement (DESE initial

guidance) and in some cases considering 6 feet as an alternative for additional safety measures.This capacity study includes large spaces such as cafeterias, gymnasiums and libraries throughout the district.

Principals and members of the Facilities Department have gone around to various classrooms and other spaces in their respective buildings to identify any non-essential items or furniture in spaces for removal or disposal in order to maximize space. Items that will be removed include soft and cloth-based materials, such as rugs, pillows, and bean bags that have been used in elementary and early childhood classrooms in order to reduce the transmission of COVID-19. Additional storage needs are still being evaluated.

Plexiglass barriers are being looked at for certain learning spaces. One example of the learning space that we are considering plexiglass barriers are for the preschool. The preschool is considering this set up because unlike other classrooms where students can sit at individual desks facing one direction, students sit at tables, many times facing each other. The plexiglass barriers would add an additional level of protection to reduce the transmission of COVID-19.

Outdoor Spaces: There has been interest in the procurement of tent purchase/rental for spaces for outdoor learning or an alternative space for mask breaks. Semi-permanent tents require building permits and detailed planning.

Office Spaces and Plexiglass Barriers: The District has been evaluating staffing spaces to ensure that staff is properly distanced from each other. In cases where it is not possible to meet requirements, the District has been working to establish alternative working spaces, if possible. In addition, the Facilities Department is in the process of procuring and installing freestanding acrylic barriers with pass-through openings to protect interactions between visitors and public-facing staff in locations such as the main office.

Isolation Rooms in Nursing Suites: The Facilities Department is in the process of working with the nursing team to identify rooms within nursing suites to be used as isolation rooms for suspected COVID patients. This will include installing tempered glass observation windows in doors to allow for proper patient monitoring. Facilities will also place portable powered air purifiers in nursing suites. When school is back in session our nursing suites will always be staffed by the school nurse at all times while school is in operation. Masks will be required to be worn at all times in these spaces by staff and by students. Nursing staff will also have additional personal protective equipment such as face shields, goggles, gloves and gowns/protective smocks, if necessary.

Air Purification: The Facilities Department is researching the use of bi-polar ionization or UVC air treatment devices. Based on discussions with consulting mechanical engineers and HVAC product distributors, bi-polar ionization would be the recommended application, with product types 3 varying by equipment type. If possible, the Facilities Department would attempt to deploy these devices in special-use cases or in response to building or classroom specific concerns.

Water Fountains: The Facilities Department is installing additional touch-free bottle-filling stations in common areas in the district. Existing units that provide for both manual use and bottle filling will be retrofit with a separate valve to preclude manual use for direct consumption. Common area fountains that provide only manual direct consumption will be turned off.

Hand Dryers: The Facilities Department will be powering down hand dryers in bathrooms to reduce the chance at distributing aerosolized particles. Paper towel dispensers will be added.

Appendices

Appendix A - Frequently Asked Questions (FAQ)

MA Department of Elementary and Secondary Education has a frequently updated FAQ on the website.

From DESE: Doctors on Returning to School in Massachusetts

Arlington High School Phased Reopening Proposal for 2020-21 School Year
August 6, 2020

This memo outlines a proposal for a phased reopening of Arlington High School in the fall of 2020. The state has requested that schools develop three distinct plans (1) Remote, (2) Hybrid, and (3) Full In-Person. In addition, the state has determined that there should be an option available for students to remain all remote under all three models. These options are included here.

However, since our initial presentation on July 28 of contingency plans, we have determined that facilities issues make both the full hybrid and full in-person options unfeasible. For this reason, we propose to begin the school year focused on remote instruction and to phase in a hybrid model focused on those students who have a high need for in-person instruction. This is in keeping with state guidance.

The Arlington Public School administrative team has considered the guidance from the state; staff, student, and family input; facilities constraints; the current climate and context within the Arlington community; as well as research and advice from the science community.

The State has issued health guidelines indicating that students and staff will be expected to:

- maintain social distances of three to six feet
- wear face-masks (grades 2-12)
- organize students at the middle and high school levels by cohorts to minimize interaction
- regularly wash hands across the school day and frequently disinfect all used surfaces
- The state guidance would allow groupings of 15-24+ in some of our classrooms.

Guiding Principles for Planning

This past spring, school closed suddenly without planning or guidance. We understand that this created significant gaps in terms of learning opportunities, engagement, and equity for our students. While this fall will not be an ideal learning situation, we expect it to be very different from this spring. We learned a great deal this spring about the demands of remote learning and the needs of our students. There will be more planning, an emphasis on synchronous instruction, a focus on covering essential standards, adjustment of the schedule, and preparation focused on student engagement and support. At the same time, we continue to aim at a moving target in terms of both epidemiology and policy. Our planning is guided by the following commitments:

- Decision making based on the latest research and epidemiology as well as input from staff, students, and families
- Prioritizing the health, safety, and well-being of our students, staff, and families above all else
- Equity will remain at the core of our work as we design learning programs for students
- We will support student and staff social-emotional well-being, acknowledging that the school experience will be very different when compared to previous years
- Support for teacher planning, preparation, and training, both before and during the school year

Fall 2020 Strategic Phase-in Proposal

Because of both the age and the growing population of the high school, we are limited in adequate spaces for socially distanced instruction. Prior to the current pandemic AHS was already using classrooms at a rate over 90% and this included repurposing many small spaces to create extra classrooms. Our feasibility review of classroom spaces found only 52 classrooms which could accommodate 9-12 students with 6 foot spacing. It would require more than this to house half the school under these conditions. In addition, the facilities department has identified challenges around our ability to confirm adequate ventilation to rooms, which could further reduce our usable spaces.

For this reason, we propose to begin the school year focused on remote instruction and to phase in a hybrid model focused on those students who have a high need for in-person instruction. The state defines this population as follows:

"prioritize the following student groups for full-time in-person instruction:
1. Students with disabilities and English learners, particularly those with more intensive needs;
2. Students whose parents/caregivers report that they do not have access to reliable internet or a suitable learning space at home (particularly students experiencing homelessness or housing insecurity and students in foster care or congregate care);
3. Students who are significantly behind academically;
4. Students who were disengaged and/or who struggled significantly during previous remote learning periods…" (Riley, *Remote Learning Guidance for Fall 2020*)

We propose to follow this approximate schedule. Exact dates and activities will depend, in part, on identifying adequately ventilated spaces in the building, the needs of the specific student populations, and logistics.

Phase 1 9/16-10/2	Begin remote instruction for general education Phase in in-person instruction for categories 1-4 in priority order

(12 days)	Possible outdoor in-person meetings for grade 9 orientation
Phase 2 10/5-10/23 (14 days)	Continue remote instruction for general education Continue to phase in in-person instruction as able for categories 2-4. Possible outdoor in-person meetings for gen ed. classes
Phase 3 10/26-on	Based on epidemiology, policy, and facility information: Continue with Phase 2, or Consider capacity to adopt some hybrid in-person instruction

Fall 2020 Common Program Elements

Because the situation is both unpredictable and likely to change over the course of the year, we are committed to developing an **overarching framework that will adapt to all three options** with the ability to switch to all-remote or phase-in hybrid instruction as appropriate. For this reason, all three program plans are built on a common semesterised course schedule. The final process and decision for beginning schooling this fall will need to balance medical safety, mental health, equity, and educational goals. All three plans share the following elements.

As they do currently, students take the following number of classes during the school year. Final options will depend on available offerings.
- Grade 9 - 5 required, 1 elective, PE
- Grade 10 - 5 required, 1.5 electives. PE
- Grade 11 - 5 required 1-2 electives or possibly PE
- Grade 12 - 5 required 1-2 electives or possibly PE

Educational Program Details
- Schedule with 4x80 minute blocks per day with semester long classes
- One day per week (Wednesday) for structured office hours, Advisory, PE meetings, Counseling meetings, and Xblock (ends by 2:45 per contract to allow for staff/department/PLC meetings) (Detailed view is included in this section)
- Physical Education all (or mostly) remote - PE classes will meet once per week online and teachers will check in with students once per week in small groups (built around student schedules). Grade 9 will meet all year. Other classes will be 1 term.
- Teachers teach 5 classes per year (3 one term and 2 another)
- Students would take ~3 classes per semester, plus PE
- Students can register for 6-7 classes per year, plus PE (see above)
- Consider heterogeneous grouping (Honors and Curriculum A combined) for specific 9-11 requirements to increase equity, teacher attention, and even class sizes
- Special Education, ELL, and 504 services will be delivered per student plans
- Instrumental/chorus can register yearlong
- Some electives may move all or mostly remote
- Open campus - students leave or are assigned when not in class
- No homeroom
- 8:30a-2:56p School Day

Common weekly 4x4 schedule

Monday	Tuesday	Wednesday	Thursday	Friday
A1 - 80" 8:30-9:50a	A2 - 80" 8:30-9:50a	A - 30" 8:30a-	A1 - 80" 8:30-9:50a	A2 - 80" 8:30-9:50a
		B - 30" 9:30a-		
		Advisory - 30'		
B1 - 80" 10:00-11:26a	B2 - 80" 10:00-11:26a	C - 30" 10:30a-	B1 - 80" 10:00-11:26a	B2 - 80" 10:00-11:26a
		D - 30" 11:00a-		
		PE - 30" 11:30a		
Lunch - 30"	Lunch - 30"	PE - 30" 12:00p	Lunch - 30"	Lunch - 30"
C1 - 80" 12:06-1:26p	C2 - 80" 12:06-1:26p	PE- 30" 12:30p	C1 - 80" 12:06-1:26p	C2 - 80" 12:06-1:26p
		PE - 30" 1:00p		
		X/Counseling 1:30-2:30p		
D1 - 80" 1:36-2:56p	D2 - 80" 1:36-2:56p		D1 - 80" 1:36-2:56p	D2 - 80" 1:36-2:56p
		Staff Meetings 2:45-3:45p		

Sample yearly 4x4 schedule

Term 1	Term 2	Term 3	Term 4
A - English	A - English	E - History	E - History
B - Math	B - Math	F - Science	F - Science
C - Elective	C - Elective	G - World Language	G - World Language

D	D	H - Elective	H - Elective

Sample Lunch Schedule

Period	Start	Finish	Minutes
1st Lunch Gym	**11:36 AM**	**12:06 PM**	30
1st Class	12:06 PM	1:26 PM	80
2nd Class	11:36 AM	11:56 AM	20
2nd Lunch Cafe	**11:56 AM**	**12:26 PM**	30
2nd Class	12:26 PM	1:26 PM	60
3d Class	11:36 AM	12:36 PM	60
3d Lunch Gym	**12:36 PM**	**1:06 PM**	30
3d Class	1:06 PM	1:26 PM	20
4th Class	11:36 AM	12:56 PM	80
4th Lunch Cafe	**12:56 PM**	**1:26 PM**	30

Pros

- Adapts to remote, hybrid, and in-person programs.
- Allows students to focus on 3 or 4 classes (reduces stress and organization demands)
- Allows teachers to focus on 2 or 3 classes (reduces course planning demands)
- Teachers able to focus on 40-60 students (increases attention and relationships)
- Emphasizes depth over breadth
- Accommodates support services

Cons

- Continuity of content areas
- Alignment with testing schedules (schedules are undetermined and prep/review period will help address)

Fall 2020 Remote Learning Program Elements

The state has indicated that all students have the option to choose a remote learning option. The Remote Learning Program will be available to all students and may be determined to be the

appropriate way to start the school year. In addition, should we need to switch to remote learning midway through the year, we would follow this schedule.

Educational Program Details

- Remote learning will combine synchronous online lessons with independent work such as videotaped lectures, readings, online quizzes, projects, and written assignments.
- Teachers take daily attendance for all students and may interact with all.
- Cohorts are assigned on alternating days by period so that teachers can schedule students for breaks between synchronous online classes.
- One day per week (Wednesday) for structured office hours, Advisory, PE meetings, Counseling meetings, and Xblock (ends by 2:45 per contract to allow for staff/department/PLC meetings)

Remote weekly 4x4 schedule (alternating cohorts on alternating days)

Monday	Tuesday	Wednesday	Thursday	Friday
A1 - 80" 8:30-9:50a	A2 - 80" 8:30-9:50a	A - 30" 8:30a-	A1 - 80" 8:30-9:50a	A2 - 80" 8:30-9:50a
		B - 30" 9:30a-		
		Advisory - 30'		
B1 - 80" 10:00-11:26a	B2 - 80" 10:00-11:26a	C - 30" 10:30a-	B1 - 80" 10:00-11:26a	B2 - 80" 10:00-11:26a
		D - 30" 11:00a-		
		PE - 30" 11:30a		
Lunch - 30"	Lunch - 30"	PE - 30" 12:00p	Lunch - 30"	Lunch - 30"
C1 - 80" 12:06-1:26p	C2 - 80" 12:06-1:26p	PE- 30" 12:30p	C1 - 80" 12:06-1:26p	C2 - 80" 12:06-1:26p
		PE - 30" 1:00p		
		X/Counseling 1:30-2:30p		
D1 - 80" 1:36-2:56p	D2 - 80" 1:36-2:56p		D1 - 80" 1:36-2:56p	D2 - 80" 1:36-2:56p

		Staff Meetings 2:45-3:45p		

Pros

- Maximizes the safety of students, staff, and community
- Adapts to all remote, hybrid, and in-person programs
- Can be used in connection with a phased start to engage students safely and focus in-person staffing and space on our most vulnerable students
- Allows staff with family health or childcare concerns to better balance school and personal obligations
- Allows students to focus on 3 or 4 classes (reduces stress and organization demands)
- Allows teachers to focus on 2 or 3 classes (reduces course planning demands)
- Teachers able to focus on 40-60 students (increases attention and relationships)
- Emphasizes depth over breadth
- Accommodates support services

Cons

- Limits personal interactions between teachers and students
- Puts pressure on families to support independent learning and supervise students
- Continuity of content areas
- Alignment with testing schedules (schedules are undetermined and prep/review period will help address)

Fall 2020 Hybrid Learning Program Elements

The Hybrid Learning Program combines in-person instruction with independent student work to provide space and staffing for social distancing and limiting classroom contact among students and staff. If levels of community spread of COVID-19 are low and school-based precautions can be shown to be safe, we could use this option to allow for more interaction. We might start the year with this option or phase it in following a period using the Remote Learning Program.

Educational Program Details

- Hybrid learning will combine 80-minute in-person seminars (9-12 students) with independent work such as videotaped lectures, readings, online quizzes, projects, and written assignments.
- Students in each class section alternate one cohort in synchronous online instruction and one cohort working independently (2 days per week "in person seminars" and 2 days per week independent work.
- Cohorts would meet on alternating days to keep class groupings between 9-12 students
- Select programs needing additional support (e.g., substantially separate programs) could be scheduled 4 days per week.

- The Remote Learning Program will be available to all students by request. Students will choose a program option.
- One day all-remote per week (Wednesday) for structured office hours, Advisory, PE meetings, Counseling meetings, and Xblock (ends by 2:45 per contract to allow for staff/department/PLC meetings)
-

Safety Program Details

- Distancing - 6 feet distancing in all classes and activities
- Density - Cohorts create smaller groupings 9-12 for classes (or much bigger rooms)
- Air Quality - Classrooms are being reviewed for ventilation. Air conditioning is being added in rooms adjacent to the construction or as necessary. Only rooms with adequate outside ventilation will be used.
- Passing time - 10+ minute passing time would be scheduled with one-way hallways and shifts to minimize interactions
- Lunches - 4 lunch periods in 2 different lunchrooms (Cafeteria and Blue Gym) with individual tables and 6 foot distancing. Shifts allow cleaning between groups.
- Busing - capacity will be ~12 students, requiring multiple runs (~3) per Boston bus route
- Monitoring - self-certification, monitoring, and testing protocols are being developed above state guidelines in coordination with our nursing staff and the Board of Health
- PPE - Students and staff will be required to wear masks (available on request). Face shields and barriers will be available and used where appropriate.
- Hygiene - handwashing, sanitizer, cleaning, sanitizing units
- Community Behavior - Students and families are requested to maintain social distancing discipline outside of school.

Hybrid weekly 4x4 schedule (alternating cohorts by day)

Monday	Tuesday	Wednesday	Thursday	Friday
A1 - 80" 8:30-9:50a	A2 - 80" 8:30-9:50a	A - 30" 8:30a-	A1 - 80" 8:30-9:50a	A2 - 80" 8:30-9:50a
		B - 30" 9:30a-		
		Advisory - 30'		
B1 - 80" 10:00-11:26a	B2 - 80" 10:00-11:26a	C - 30" 10:30a-	B1 - 80" 10:00-11:26a	B2 - 80" 10:00-11:26a
		D - 30" 11:00a-		

		PE - 30" 11:30a		
Lunch - 30"	Lunch - 30"	PE - 30" 12:00p	Lunch - 30"	Lunch - 30"
C1 - 80" 12:06-1:26p	C2 - 80" 12:06-1:26p	PE- 30" 12:30p	C1 - 80" 12:06-1:26p	C2 - 80" 12:06-1:26p
		PE - 30" 1:00p		
		X/Counseling 1:30-2:30p		
D1 - 80" 1:36-2:56p	D2 - 80" 1:36-2:56p		D1 - 80" 1:36-2:56p	D2 - 80" 1:36-2:56p
		Staff Meetings 2:45-3:45p		

Pros

- Contact - Reduces class contacts to 30 per student and 60 per staff
- Creates building space and staffing for 6 foot social distancing
- Allows students to focus on 3 or 4 classes (reduces stress and organization demands)
- Allows teachers to focus on 2 or 3 classes (reduces course planning demands)
- Teachers able to focus on 40-60 students (increases attention and relationships)
- Emphasizes depth over breadth
- Accommodates support services

Cons

- Increases risk to students and staff
- High school students are adults. Research on high school age students raises concerns about student behavior, infection rates, and transmission to older adults (staff).
- Extended time in classroom groups raises infection concerns.
- Contacts are still high (30-60) and mixing raises concerns about secondary contacts.
- Building is already at 90% capacity and limiting classes to full-size ventilated classrooms will create significant scheduling challenges.
- Teaching staff includes a large proportion of both high risk populations and families with children. Staffing difficulties are likely to arise from staff requests for remote teaching assignments, leave requests, and resignations.
- Teacher and student absences created by symptoms will mean disruption, even without COVID-19 cases.
- Puts pressure on families to support independent learning and supervise students
- Continuity of content areas
- Alignment with testing schedules (schedules are undetermined)

Fall 2020 In-Person Learning Program Elements

The In-Person Learning Program returns all of our students to the school building under conditions intended to limit the spread of COVID-19. Under this plan, students would meet in regular classes 5 days a week. Given the limits of space and staffing, this is only possible under the state's guidelines that allow for 3 feet of spacing between student chairs and a 6 foot space for teachers. Even with these considerations, Arlington High School will be hard pressed to schedule our student population in full-sized, adequately ventilated spaces. With increased enrollment (currently 1521 students) and a building already at 90% capacity, the loss of internal or small classrooms will require use of every corner (e.g., library, gyms) to accommodate the required limits on space and class sizes.

If levels of community spread of COVID-19 become extremely low and school-based precautions of 3 feet can be shown to be safe, we could use this option to return to a more normal version of school and classroom instruction.

As students are able to choose the Remote Learning Program, it is possible that in-person enrollment would be lower, but this option might be better achieved by beginning with Remote Learning and then targeting in-person instruction to our most vulnerable students.

Educational Program Details

- In-Person learning will involve classes of 18-24 students which meet 4 times a week in 80 minute blocks.
- The Remote Learning Program will be available to all students by request. Students will choose a program option.
- One day per week (Wednesday) for structured office hours, Advisory, PE meetings, Counseling meetings, and Xblock (ends by 2:45 per contract to allow for staff/department/PLC meetings)

Safety Program Details

- Distancing - 3 feet distancing in all classes and activities. Teachers at 6 feet at the front of the classroom.
- Classroom arrangement - All students facing forward and seated at desks.
- Air Quality - Classrooms are being reviewed for ventilation. Air conditioning is being added in rooms adjacent to the construction or as necessary. Only rooms with adequate outside ventilation will be used.
- Passing time - 10+ minute passing time would be scheduled with one-way hallways and shifts to minimize interactions
- Lunches - 4 lunch periods in 3 different lunchrooms (Cafeteria, Blue Gym, and Red Gym) with individual tables and 6 foot distancing. Shifts allow cleaning between groups.
- Busing - capacity will be ~12 students, requiring multiple runs (~3) per Boston bus route

- Monitoring - self-certification, monitoring, and testing protocols are being developed above state guidelines in coordination with our nursing staff and the Board of Health
- PPE - Students and staff will be required to wear masks (available on request). Face shields and barriers will be available and used where appropriate.
- Hygiene - handwashing, sanitizer, cleaning, sanitizing units
- Community Behavior - Students and families are requested to maintain social distancing discipline outside of school.

In-person weekly 4x4 schedule (4 x per week - no cohorts)

Monday	Tuesday	Wednesday	Thursday	Friday
A - 80"	A - 80"	Structured office hours, Advisory, PE meetings, Counseling meetings, and Xblock	A - 80"	A - 80"
B - 80"	B - 80"		B - 80"	B - 80"
Lunch - 30"	Lunch - 30"		Lunch - 30"	Lunch - 30"
C - 80"	C - 80"		C - 80"	C - 80"
D - 80"	D - 80"	Staff/Dept/PLC Meetings	D - 80"	D - 80"

Pros

- Returns instruction to in-person classrooms
- Reduces pressure on families to support independent learning and supervise students
- Allows students to focus on 3 or 4 classes (reduces stress and organization demands)
- Allows teachers to focus on 2 or 3 classes (reduces course planning demands)
- Teachers able to focus on 40-60 students (increases attention and relationships)
- Emphasizes depth over breadth
- Accommodates support services

Cons

- **Increases** risk to students and staff
- Forward facing classrooms will make student interaction difficult and limit instructional practices.
- High school students are adults. Research on high school age students raises concerns about student behavior, infection rates, and transmission to older adults (staffs)
- Extended time in classroom groups raises infection concerns.
- Contacts are higher 60 per student and mixing raises concerns about secondary contacts.
- Building is already at 90% capacity. Limiting classes to full-size ventilated classrooms will create significant scheduling challenges. With full classes this will exclude more

classrooms.
- Teaching staff includes a large proportion of both high risk populations and families with children. Staffing difficulties are likely to arise from staff requests for remote teaching assignments, leave requests, and resignations.
- Teacher and student absences created by symptoms will mean disruption, even without COVID-19 cases.
- Continuity of content areas
- Alignment with testing schedules (schedules are undetermined)

OMS Learning Plans Proposal

Fall 2020
Brian Meringer, Principal
Julia MacEwan, Assistant Principal Grade 8
Rochelle Rubino, Assistant Principal Grade 7
Stephanie Greiner, Special Education Coordinator
_____

Guiding Principles and Core Values

At the Ottoson Middle School, our motto is engage, empower, excel. Students are engaged as active learners who invest in their intellectual, emotional, and social growth. Students are empowered to discover their unique personal strengths and be a part of positive change. Students are expected to excel socially and academically to become the best versions of themselves through reflection and action. In each of the OMS reopening plans, our core values remain central in our mission to provide equitable learning opportunities for all students.

The Arlington Public Schools administrative team has considered the guidance from the state, the current climate and context within the Arlington community, as well as the mounting research and advice from the science community. Key to this plan will be the ability for staff and students to:

- Maintain 3ft to 6ft of social distancing during the school day
- Wear face masks and protective face coverings during the school day (with scheduled face mask breaks)
- Regularly wash hands during the school day and frequently disinfect all used surfaces
- Remain in learning community cohorts, with world language and specials classes connected to each learning community
- At OMS, students are grouped into learning communities of approximately 110 students; for In-Person Learning, students will not have class with anyone outside of their learning community.
- Utilize the classroom for all core instruction

Returning to school will require flexibility and fluidity in how we deliver instruction in age appropriate ways. Our goal is to ensure that our plans are sustainable and take into account the mental, physical, social, and emotional needs of our community. Above all else, we take into account the health, safety, and well-being of our students, staff, and families.

Scenario #1: Full In-Person Learning Proposal

Introduction
Our in-person plan seeks to provide in-school learning for all students. In this model, students will follow a seven-period, four day schedule and remain within their learning community cohort for the entirety of their day. Students will attend ASPIRE at the beginning of each day, which will serve as a homeroom period, but also as a place to incorporate some social emotional learning and mindfulness activities. Students will be in classrooms with approximately three to four feet of distance between desks. Students will remain within their learning communities for world language and special classes (i.e. art, music, technology, FACS). In order to safely execute this plan, students will not be able to take band, chorus or orchestra during the school day.

Schedule

Time	A Day	B Day	C Day	D Day
8:30 - 8:40	ASPIRE	ASPIRE	ASPIRE	ASPIRE
8:42 - 9:30	Period 1	Period 1	Period 1	Period 1
9:32- 10:20	Period 2	Period 2	Period 2	Period 2
10:22 - 11:10	Period 3	Period 3	Period 3	Period 3
11:12- 12:26 1st Lunch 2nd Lunch 3rd Lunch	Period 4	Period 4	Period 4	Period 4
12:28 - 1:16	Period 5	Period 5	Period 5	Period 5
1:18 - 2:06	Period 6	Period 6	Period 6	Period 6

2:08 - 2:56	Period 7	Period 7	Period 7	Period 7

Details
- Students will follow a daily seven-period schedule.

- Students will change classrooms each period.

- Students will have four learning community classes (English, math, science, social studies) with their learning community classmates.

- Students will have their three out-of-learning-community classes (PE, art, world language, etc.) with their learning community classmates. Historically, these classes were mixed with students across learning communities. This year, we will not mix learning community students.

- When traveling to a World Language or a specials class, students will follow arrows so that students are not too close to other students in the hallway.

- Stairways will be labeled as "up" or "down" so that students are only going in the same direction (except in the case of an emergency).

- ASPIRE will take place at the beginning of the day and serve as a homeroom period.

- Lunch will be a combination of students eating lunch in the cafeteria (6 feet apart) or supervised in classrooms (6 feet apart). Students will bring in their own lunch or request a hot lunch from the school cafeteria at the beginning of the day.

- Students will not use school lockers; they will carry backpacks.

- The PE block will take place outdoors as often as possible.

Health & Safety Details
- All persons will be required to wear masks at all times; mask breaks will be incorporated throughout the day.

- Frequent and regular handwashing opportunities will be provided, as well as constant access to hand sanitizer.

- Hallways and stairwells will be clearly marked with directional arrows to promote one-way traffic and support social distancing.

- Each learning community will be assigned to a specific entrance of the building in order to maintain appropriate social distancing during arrival and dismissal.

Scenario #2: Hybrid Learning Proposal

Introduction

Our hybrid plan seeks to maximize in-person learning and minimize risk for students and teachers. Each learning community will be divided in half (Group A and Group B). Each group will attend school two days a week (e.g., Group A attends Monday/Tuesday; Group B attends Thursday/Friday). All students will work remotely on Wednesdays. This will reduce in-person class sizes to approximately 12 students, allowing for 6 feet of social distancing.

When students are at home, they will work on asynchronous learning assignments provided by teachers. Teachers will be available to support students with their asynchronous learning assignments on Wednesdays. Teachers are expected to be online to answer questions and provide guided support for students as needed. If there is a four-day week, the Wednesday remote day will not happen. Students will still come into the building twice that week.

Schedule

Time	Group A (In-Person) Monday	Group A (In-Person) Tuesday	Wednesday (All students are remote)	Group B (In-Person) Thursday	Group B (In-Person) Friday
8:30 - 8:40	ASPIRE	ASPIRE	ASPIRE 8:30 - 8:55	ASPIRE	ASPIRE
8:42 - 9:30	Period 1	Period 1	Period 1 9:00 - 925	Period 1	Period 1
9:32- 10:20	Period 2	Period 2	Period 2 9:30 - 9:55	Period 2	Period 2
10:22 - 11:10	Period 3	Period 3	Period 3 10:00 - 10:25	Period 3	Period 3

11:12- 12:26 1st Lunch 2nd Lunch 3rd Lunch	Period 4	Period 4	Period 4 10:30 - 10:55 Lunch 11:00 - 11:25	Period 4	Period 4
12:28 - 1:16	Period 5	Period 5	Period 5 11:30 - 11:55	Period 5	Period 5
1:18 - 2:06	Period 6	Period 6	Period 6 12:00 - 12:25	Period 6	Period 6
2:08 - 2:56	Period 7	Period 7	Period 7 12:25 - 1:00	Period 7	Period 7

Details

- Each learning community will be divided into Group A and Group B.

- Each group will attend school in person twice a week.

- Students will follow a daily seven-period schedule.

- Students will remain with their learning community on in-school days.

- In-person class sizes will be approximately 12 students per class.

- ASPIRE will take place at the beginning of the day and serve as a homeroom period.

- Students will rotate change classrooms each period.

- ASPIRE/Homeroom will take place at the beginning of each day.

- Students will have four learning community classes (English, math, science, social studies) with their learning community classmates.

- Students will have their three out-of-learning-community classes (PE, art, world language, etc.) with their learning community classmates. Historically, these classes were mixed with students across learning communities. This year, we will not mix learning community students.

- When traveling to a World Language or a specials class, students will follow arrows so that students are not too close to other students in the hallway.

- Stairways will be labeled as "up" or "down" so that students are only going in the same direction (except in the case of an emergency).

- Lunch will be a combination of students eating lunch in the cafeteria (6 feet apart) or supervised in classrooms (6 feet apart). Students will bring in their own lunch or request a hot lunch from the school cafeteria at the beginning of the day.

- Students will not use school lockers; they will carry backpacks.

- The PE block will take place outdoors as often as possible.

- All students will engage in remote learning on Wednesdays.

Health & Safety Details
- All persons will be required to wear masks at all times; mask breaks will be incorporated throughout the day.

- Frequent and regular handwashing opportunities will be provided, as well as constant access to hand sanitizer.

- Hallways and stairwells will be clearly marked with directional arrows to promote one-way traffic and support social distancing.

- Each learning community will be assigned to a specific entrance of the building in order to maintain appropriate social distancing during arrival and dismissal.

Scenario #3: Full Remote Learning Proposal

Introduction

Our remote learning plan seeks to provide students with asynchronous and synchronous learning each day, and limits the amount of consecutive screen time to less than ninety minutes on most days. Additionally, this plan minimizes disruptions if and when we transition to a hybrid model.

In this plan, students will follow a seven-period day (please see the schedules below).

Schedule
RED BLOCKS ARE **SYNCHRONOUS** CLASSES
WHITE BLOCKS ARE **ASYNCHRONOUS**

Time	Monday	Tuesday	Wednesday	Thursday	Friday

	Every Class Meets Once Synchronously			Every Class Meets Once Synchronously	
8:30 -8:40	ASPIRE	ASPIRE	ASPIRE 8:30 - 8:50	ASPIRE	ASPIRE
8:45 - 9:30	Period 1	Period 1	Period 1 9:00 - 9:20	Period 1	Period 1
9:35- 10:20	Period 2	Period 2	Period 2 9:30 - 9:50	Period 2	Period 2
10:25 - 11:10	Period 3	Period 3	Period 3 10:00 - 10:20	Period 3	Period 3
11:10- 11:40	Lunch	Lunch	Period 4 10:30 - 10:50	Lunch	Lunch
11:40- 12:25	Period 4	Period 4	Lunch 10:50 - 11:30	Period 4	Period 4
12:30 - 1:15	Period 5	Period 5	Period 5 11:30 - 11:50	Period 5	Period 5
1:20 - 2:05	Period 6	Period 6	Period 6 12:00 - 12:20	Period 6	Period 6
2:10 - 2:56	Period 7	Period 7	Period 7 12:30 - 12:50	Period 7	Period 7

- Students will meet synchronously for 3 to 4 periods a day, and asynchronously for 3 to 4 periods a day with the exception of Wednesdays. Looking at the above schedule, students will meet synchronously periods 1, 4, and 5 on Mondays/Thursdays and periods 2, 3, 6, and 7 on Tuesdays/Fridays.

- Each course is scheduled to meet synchronously twice a week and asynchronously twice a week. See the below schedule for an example.

- When a class is scheduled to meet asynchronously, teachers are expected to be available to students for support in real time, whether this is in the form of office hours, small group work, or individual check-ins.

- Wednesdays will be used as a 'flex' day. Wednesdays will have a longer ASPIRE block, office hours, small group work, academic intervention classes and special education service delivery. When we have a 4-day week (e.g., when there is a Monday holiday), this 'flex' day will be eliminated.

Example of a student's remote schedule with classes labeled:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 -8:40	ASPIRE	ASPIRE	ASPIRE 8:30 - 8:50	ASPIRE	ASPIRE
8:45 - 9:30	English	English	English 9:00 - 9:20	English	English
9:35- 10:20	Math	Math	Math 9:30 - 9:50	Math	Math
10:25 - 11:10	Science	Science	Science 10:00 - 10:20	Science	Science
11:10- 11:40	Lunch	Lunch	Social Studies 10:30 - 10:50	Lunch	Lunch
11:40- 12:25	Social Studies	Social Studies	Lunch 10:50 - 11:30	Social Studies	Social Studies
12:30 - 1:15	World Language/ Support	World Language/ Support	World Language/Support 11:30 - 11:50	World Language/ Support	World Language/ Support
1:20 - 2:05	Art/Music/ FACs/Tech	Art/Music/ FACs/Tech	Art/Music /FACs/Tech 12:00 - 12:20	Art/Music/ FACs/Tech	Art/Music/ FACs/Tech
2:10 - 2:56	Chorus	PE	PE/Chorus 12:30 - 12:50	Chorus	PE

Details

- Each scheduled day will begin with a brief ASPIRE block. This will allow teachers to engage students and to provide social emotional support to them at the start of the day. In addition, attendance will be taken during ASPIRE blocks, including on Wednesdays.

- This schedule provides a predictable and structured schedule each day while giving students individual flexibility during asynchronous blocks (feedback from students and families indicated that more structure is desired than in the spring).

- By structuring each day in a 7-period schedule, and having each period be either synchronous or asynchronous with a dedicated teacher 'on call,' students are provided with a specific structure.

- During asynchronous periods, teachers will be available to students for live check-ins; teachers may also use this time to work synchronously with small groups or individuals based on student need. We learned in the spring that while many students can work independently, other students benefit from extra help and/or more frequent check-ins. Asynchronous periods allow for these types of check-ins and support, and also provide time for teachers to work with small groups or individuals as needed.

- Classes that meet every other day (Band, Chorus, Orchestra, PE) would always meet synchronously. See the example of a student's remote schedule above. For example, chorus and PE meet synchronously each day from 2:10 to 2:56.

- Wednesday will be a day of synchronous classes. Teachers will use the remainder of the day (1pm forward) for professional development and team meetings.

- This combination of synchronous and asynchronous learning follows best practices for limiting consecutive screen time for students. Guidelines for screen time recommend no more than 90 consecutive minutes before taking a break.

- During a remote plan, certain subgroups of students that struggle during distance learning would attend school in person, for example, students that receive more than 75% of their academic services outside the general education setting, English language learners, students who are homeless, students who are in foster care or congregate care, and students who primarily use aided and augmented communications.

The Gibbs 6th Grade School Reopening Plan
Mme Fabienne Pierre-Maxwell, Principal
Ms. Wendy Salvatore, Assistant Principal
Ms. Stephanie Greiner, Special Education Coordinator
Ms. Heather Smith, ELL Teacher & Family Liaison
Revised/updated as of 8/10/2020

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Our Vision - Mission - Approach

The Gibbs 6th Grade School community is an environment where students and adults work cooperatively to strive for academic achievement and social-emotional growth. Our community encourages being **Understanding** of each other and what makes us unique, being **Unified** in our efforts to support one another's abilities to grow and learn and being **Unstoppable** when reaching for our personal and community goals. [Vision of Student as Learner & Global Citizen](#)

Below are some of the key drivers that help define the teaching and learning and interactions among our student learners and their peers.

- **Social-Emotional Learning:** Students demonstrate resilience and persistence while developing skills related to self-management, social awareness, decision making and relationship building.

- **Academic Rigor in:** Students experience a challenging, standards-based curriculum in an inclusive, diverse, and equitable environment and are encouraged/supported to perform to their highest potential.

- **Project Based Learning:** Students gain knowledge and practice skills, including executive functioning, through the completion of projects that are taught and coached through a release of responsibility.

- **Resourcefulness:** Students become self-directed and independent learners with a growth mindset by identifying and pursuing goals that are important to them.

- **Community**: Students feel supported and safe emotionally, intellectually, and physically. Staff and students collaborate to create a cohesive sense of significance, belonging and fun using the philosophies and common vocabulary of Responsive Classroom.

- **Creativity:** Students are encouraged to take creative risks in all areas and are provided with academic choice that allows them to explore their own interests.

In whichever modality we start school, we will begin to spend time having conversations about how to address the challenges presented by COVID-19 to ensure a safe and healthy environment for all. We will work on developing community, discussing and embedding social emotional wellness in every class, every day, for every student. The

primary tool we use at the Gibbs 6th Grade School to guide the work around social emotional learning is Responsive Classroom. It is student-centered and takes a social emotional approach to learning, socialization, and discipline. More than ever, our students will need and benefit from interactive modeling vrtually and/or in person; consistent routines, consistent teacher language, positive messaging with high expectations for all. Using mindfulness practices to facilitate brain breaks and a growth mindset approach to learn to welcome our shortcomings as opportunities to grow, our students will thrive and connect with the adults and peers at Gibbs 6th Grade School, in-person and/or virtually.

Guidance

The Gibbs 6th Grade School School plan is informed by recommendations from our Superintendent's Office Leadership Team in consideration of guidance from the state, and context within the Community of the City of Arlington, recommendation from the School Committee as well as the mounting research and advice from the science community.DESE Initial Fall Reopening Guidance; Fall Remote Learning Guidance; Guidance for additional Safety Considerations

Taking the above stated and implied guidance into consideration, and because the Superintendent is planning on applying for a waiver from DESE for September 16-18 for teacher development and planning, we are proposing the following in regards to our reopening of school at the Gibbs on September 21, 2020.

Communication with Gibbs 6th Grade School Parents/Guardians & Community @ Large

We have always valued having and maintaining open and honest communication with our stakeholders. During these unusual and unpredictable times, we understand what role effective, timely, and transparent communication will play in making sure that our parents and community members at large are well informed and therefore offered opportunities to support our work with students; respond timely to teachers & staff communication; getting involved with the PTO; and most importantly ready to help us promote a positive learning environment celebrating our students' efforts and successes no matter how small. Once the schedule and modality of reopening is decided and voted on, September 1, 2020, I plan to communicate in the following manner:

- ❖ On the first of each month, I will provide information to Gibbs families regarding teaching & learning; social emotional activities/focus; the status of the health of our school (COVID-19 related) and other happenings.
- ❖ Weekly communications from my office (From the Desk of Madame Pierre-Maxwell) every Friday (late afternoon) recapping the week's Big/Important Happenings and highlighting the following week @ a glance

- ❖ Each Learning Community **(LC)** will adopt a format through the distribution of newsletter and/or information posted on the Gibbs 6th Grade School web page to communicate to the parents/guardians on a weekly basis. The Learning Communities will aim for consistency and simplicity in selecting their format of communication within the LCs and across the subjects.
- ❖ We are expecting a total of 7 world languages spoken by members of the Gibbs 6th Grade School School community; any members of those groups who have made the request will have those communiqués translated and sent in their spoken language.

As of August 5, 2020, we have held two Gibbs 6th Grade School parent Forums via Zoom; sent a google form for parents/guardians to populate questions for our second Zoom meeting that took place on 8/4/20. The parents received an email message from the principal, Mme Pierre-Maxwell. Our parents/guardians have also received surveys from the Superintendent's Office inviting them to answer questions, share their concerns, comments, and suggestions. We plan to send additional questionnaires for input to solidify our reopening plan once such a plan has been voted on. As of today, 8/7/20, we are still missing key data that is keeping us from writing an all explicit plan. Knowing: **1)** The exact number of students will return to school in person if it's offered; **2)** The exact number of teachers and other staff will return in-person; **3)** The exact number of parents who will select district-based remote option; and finally **4)** Number of parents/guardians who may opt for the state sponsored remote learning.This information will aid tremendously toward planning with accuracy and details. It is only then would we be able to answer many of the questions we have not been able to answer.

Health & Safety Details

- ● All persons will be required to wear masks at all times; mask breaks will be incorporated throughout the day.

- ● Frequent and regular handwashing opportunities will be provided, as well as constant access to hand sanitizer.

- ● Hallways and stairwells will be clearly marked with directional arrows to promote one-way traffic and support social distancing.

- ● Each learning community will be assigned to a specific entrance of the building in order to maintain appropriate social distancing during arrival and dismissal.

Three Modalities for Reopening:

On the recommendation of the Department of Education of Massachusetts (DESE), the Superintendent, and the School Committee are preparing for re-entry plans using 3 scenarios: 1) An all In-person plan; 2) A Hybrid plan(2 days in person, 2 days asynchronous, separated by a weekly ½ day Wednesday of Synchronous learning, i.e. (AA / Synchronous / BB). And, 3) An all remote teaching & learning.

Notice in all 3 scenarios listed above, students identified as "High Needs" will be invited to attend school physically on a daily basis. High need is primarily defined as: " We may/will also include our beginner and intermediate ELL students in that group; students whose parents are educators, and possibly children of parents/guardians who are first responders; students with guardians Ad Litem; and/or "Unaccompanied youth" who are protected by McKinney-Vento.

In-Person Teaching & Learning for all enrolled Gibbs 6th Grade School students

Notice: The times as listed in the pictures of the schedules below are off by 30 minutes. For the 2020/2021 School starts at 8:30 - 2:56.

Scenario 1:   All 505 Students Return to School

				Gibbs Grade 6 Sample Student Schedule Scenario				
				Return of ALL students				
				Cluster of 100 Students - Avg 25 Students Per Section				
				Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
				In School				
Duration	Start Time	End Time	Periods	Day A	Day B	Day A	Day B	Day A
20	8:05 AM	8:25 AM	**Advisory**	Advisory	Advisory	Advisory	Advisory	Advisory
51	8:28 AM	9:19 AM	**Period 1**	Eng	Eng	Eng	Eng	Eng
51	9:22 AM	10:13 AM	**Period 2**	Hist	Hist	Hist	Hist	Hist
51	10:16 AM	11:07 AM	**Period 3**	Math	Math	Math	Math	Math
Pr4=51 Lunch=3	11:10 AM	12:38 PM	**Period 4**	Sci	Sci	Sci	Sci	Sci
51	12:41 PM	1:32 PM	**Period 5**	PE	Fr/Lat/Mand/Sp	PE	Fr/Lat/Mand/Sp	PE
51	1:35 PM	2:26 PM	**Period 6**					
		36 Days	Term 1	FACS	FACS	FACS	FACS	FACS
		36 Days	Term 2	Art	Art	Art	Art	Art
		36 Days	Term 3	CompSci	CompSci	CompSci	CompSci	CompSci
		36 Days	Term 4	TECH	TECH	TECH	TECH	TECH
		36 Days	Term 5	Music	Music	Music	Music	Music
	Total=	180 Days						

All Scenarios: New Specialist Cluster of 5 teachers:
Art, Computer Science, Music, Technology, Family and Consumer Science (FACS)

Cluster of 5 Specialist Teachers 125 students avg class size = 25 hybrid = 13						
Each teacher has 4 sections per day, 1 prep and 1 team planning time						
		Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**
Periods 1 - 5	**Depart meeting**	**Day A - B**	**Day A - B**	**Day A - B**	**Day A - B**	**Day A - B**
Pr 1	LC1	Art	TECH	Music	CompSci	FACS
Pr 2	LC2	FACS	Art	TECH	Music	CompSci
Pr 3	LC3	CompSci	FACS	Art	TECH	Music
Pr 4	LC4	Music	CompSci	FACS	Art	TECH
Pr 5	LC5	TECH	Music	CompSci	FACS	Art

Gibbs Grade 6 Sample English Teacher Schedule Scenario
Return of ALL Students

Duration	Start Time	End Time	Periods	Monday	Tuesday	Wednesday	Thursday	Friday
				Day A	Day B	Day A	Day B	Day A
20	8:05 AM	8:25 AM	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
51	8:28 AM	9:19 AM	Period 1	Prep	LC2 Team	Prep	LC2 Team	Prep
51	9:22 AM	10:13 AM	Period 2	Eng	Eng	Eng	Eng	Eng
51	10:16 AM	11:07 AM	Period 3	Eng	Eng	Eng	Eng	Eng
Pr4=51 Lunch=37	11:10 AM	12:38 PM	Period 4	Eng Dept Team	Prep	Eng Dept Team	Prep	Eng Dept Team
51	12:41 PM	1:32 PM	Period 5	Eng	Eng	Eng	Eng	Eng
51	1:35 PM	2:26 PM	Period 6	Eng	Eng	Eng	Eng	Eng
			Notes:	Department team meeting are **Day A**				
				Learning Community Team meetings are always on **Day B**				

"All In-person", means students return with classrooms schedules, and safety protocols in place to meet health requirements. All spaces at the Gibbs 6th Grade School regardless of designation, i.e. library, cafeteria, gymnasium, and theatre would be used for classroom sessions and/or lunch. This scenario will undoubtedly be challenging to execute. Here are the expectations, changes, challenges & limitations.

Action Plan	Pre-COVID-19 Norms	Changes / Challenges / Limitations
In Person - All students	Learning Communities: (LC) 5	- **Addition of a 6th Learning Community to limit cross contact with students from other cohorts (Hire 4 new core teachers; 1 World Language teacher; 1 special education teacher; 6 building subs, one to support each team; and 4 to assist with lunch rotations, arrival & dismissal procedures) classroom seatings 3 feet apart.** - **Hire/add: .2 Art, .2 tech, .2 Comp Sci, .2 FACS, .2 Music, and .2 PE** - **Use the Media Center the Mezzanine, the tech room and the Black Box Theatre**
	- Schedule was a 6 day rotation - 3 Trimesters	- **2 day rotation** - **5 terms**
	Lunch rotations: 3 11:25-12:44	**6 lunch rotations to keep students in their cohorts with 20 minutes for cleaning in between rotations 11-1:20ish**
	Bathrooms:	**Concerns around timely & safe bathroom use:**

	1 male and female bathroom on each floor and 1 transgender bathroom on the 3rd floor.1 stall and 2 urinal in Boys' bathroom on each level	● **Install** a portable potty per floor to prevent accidents from long waits to use the restroom. ● **Install** paper towel dispensers & disconnect the hand dryers to maintain good ventilation ● **Install** foot door openers to make entering/exiting bathrooms handsfree. ● **Augment** the number of time bathrooms are cleaned throughout the day: Schedule TBD ● Keep bathroom doors and windows open at all times
	Individual class monitor for bathroom use	**30 ipads** to coordinate bathroom access/monitoring across the school
	All students are assigned lockers	Purchase **550 back pockets** for chairs to hold students' materials / lockers are too close together for safe use.
	Daily morning advisory small group	**Advisory expand** to homeroom size to minimize group interaction
	Classroom set up - ever changing, i.e. stations, small groups, Team collaboration in close proximity, advisory sessions in circle with games and Physical interactions.	**DESE … "** We encourage districts and schools to aim for six feet of distance between individuals where feasible. At the same time, a minimum physical distance of three feet has been established when combined with other measures outlined in this list of safety." **Under an all In-person plan -** we would establish a strict 3 feet of distance between students at all times, except during lunch when they would be 6 feet apart with masks off.
	Students move from class to class	**Minimal students movement -** the class sizes vary and therefore unable to always sit the same number of students HR #s range from 11 - 21
	Teachers assigned a room	**All subjects** including Science and Art will be taught "from a Cart". Teachers will lose the ability to control their environment and create a classroom environment with their subject as focal points.
	Gibbs 6th Grade School Cafeteria recycles	**Recycling** to be **suspended** during COVID-19
	Group students to promote diversity & Inclusion	**New grouping considerations** to minimize students contact with other: ● Group students according to World Language ● Group students according to needs designation

		• **Group students according to Math assignments** • **Group students according to Art/Tech/DML** • **Assign a special education teacher to each LC versus sharing between 2**
	Gibbs 6th Grade School offers exploratory classes that make the middle school years appealing to students	**Band Chorus and Orchestra will be all remote & after school** **DML all remote - room has no windows** **PE all remote - using the Gym for 6 lunch rotations**
	Short Recess after lunch	**Recess to be replaced by masks breaks.**

Hybrid Teaching & Learning
AB/AB Hybrid Rotation

		Monday	Tuesday	Wednesday	Thursday	Friday
		In School Team A	In school Team B	**All Remote Everyone**	In school Team A	In school Team B
Adv	8:30	Announcements & Advisory	Announcements & Advisory	Announcements & Advisory	Announcements & Advisory	Announcements & Advisory
Pd.1	8:53	English	English	9:00 - 9:51 BCO/ CO-TO	English	English
Pd.2	9:42	Math	Math	9:54 - 10:45 W.I.N./CO-TO	Math	Math
Pd.3	10:31	Science	Science	10:48 - 12:09 W L/ CO-TO	Science	Science
Pd.4	11:43	Anc Civ	Anc Civ	11:13 - 11:43 Lunch	Anc Civ	Anc Civ
Pd.5	12:32	PE	PE	Asynchronous Learning	World lang	World Lang
Pd.6	1:21	ELC	ELC	Asynchronous Learning	ELC	ELC
Pd.7	2:10	W.I.N.	W.I.N.	Asynchronous Learning	W.I.N.	W.I.N.

- **Lunch happens between Periods 3 & 5 (we plan to have 3 lunch rotations each lasting about 20 minutes)**

AA/BB Hybrid Rotation

		Monday	Tuesday	Wednesday	Thursday	Friday
		In School Team A	In school Team A	**All Remote Everyone**	In school Team B	In school Team B

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Adv	8:30	Advisory	Advisory	Announcements & Advisory	Advisory	Advisory
Pd.1	8:53	English	English	9:00 - 9:51 BCO/ CO-TO	English	English
Pd.2	9:42	Math	Math	9:54 - 10:45 W.I.N./CO-TO	Math	Math
Pd.3	10:31	Science	Science	10:48 - 12:09 W L/ CO-TO	Science	Science
Pd.4	11:43	Anc Civ	Anc Civ	11:13 - 11:43 Lunch	Anc Civ	Anc Civ
Pd.5	12:32	PE	World lang	Asynchronous Learning	PE	World Lang
Pd.6	1:21	ELC	ELC	Asynchronous Learning	ELC	ELC
Pd.7	2:10	W.I.N.	W.I.N.	Asynchronous Learning	W.I.N.	W.I.N.

- **Lunch happens between Periods 3 & 5 (we plan to have 3 lunch rotations each lasting about 20 minutes)**
- **The Hybrid and remote schedule for students will be the same, except that when they are home they will have some check in throughout the day such as during advisory, for attendance, and at other times as scheduled. For the most part students will be working asynchronously.**

KEY of Hybrid Rotation
ELC= FACS, Art, CompSci, Tech, Music
World Lang (WL)- French, Spanish, Mandarin, Latin
W.I.N.= Math Intervention, Reading Intervention, Ac Support or a Study. We may also able to put some BCO in this space if we have a place for the students to work
5 terms 1 for each ELC
O.H. = Core Teachers' Office Hrs

HYBRID- students spend some "in-person" learning and some "time at home learning remotely".

This plan will offer more flexibility in keeping students 6 feet apart in class and everywhere in the building. Students will still remain in their assigned homerooms and teachers will move from room to room. To adhere to the 6 feet apart requirements. We will need the addition of a 6th Learning Community.

Many of the classrooms at Gibbs 6th Grade School present limitations to how many students can be seated 6 feet apart; classrooms are not identical in size. Gibbs 6th Grade School can sit a total of 184 students in the Hybrid model when there is "In-person" learning. We can do it in 2 rotations, if we add an extra LC (4 teachers), a special education teacher, a world language teacher, and an extra .2 for each of the unified arts subjects. **Gibbs would need a total of 144 students/seats to opt for remote.** (currently the number is at 89)

- *Total Gibbs 6th Grade students=496 ½ 248*

	3 feet apart teachers rotate	3 feet apart students rotate	Smallest Rooms	6 feet apart teachers rotate	6 feet apart Students rotate	Smallest Rooms
5 Learning Communities	LC1- 77 LC2- 75 LC3- 72 LC4- 71 LC5- 76	LC1- 64 LC2-64 LC3- 56 LC4- 44 LC5- 60	LC1- 16 LC2- 16 LC3- 14 LC4- 11 LC5-15	LC1- 38 LC2- 38 LC3- 36 LC4- 35 LC5- 37	LC1- 32 LC2- 32 LC3- 28 LC4- 24 LC5- 28	LC1- 8 LC2- 8 LC3- 7 LC4- 6 LC5- 7
Total students	371	288		184	144	
6 Learning Communities	LC1- 77 LC2- 75 LC3- 72 LC4- 71 LC5- 76 LC6- 97	LC1- 64 LC2-64 LC3- 56 LC4- 44 LC5- 60 LC6- 64	LC1- 16 LC2- 16 LC3- 14 LC4- 11 LC5- 15 LC6- 16	LC1- 38 LC2- 38 LC3- 36 LC4- 35 LC5- 37 LC6- 48	LC1- 32 LC2- 32 LC3- 28 LC4- 24 LC5- 28 LC6- 32	LC1- 8 LC2- 8 LC3- 7 LC4- 6 LC5- 7 LC6- 8
Total students	468	352		232	176	

- *Learning Community 6 uses the Media Center, the Black BoxTheatre, the Mezzanine and the Tech room as classrooms. **There are no traditional classrooms available for the 6th learning community.***

-

Gibbs' Ideal in Person Schedule (within an AA/BB Rotation)								
	7 Period Day					Anoun	8:30 AM	0:05	8:35 AM
	Periods	**In**	**Time**	**Out**		Adv	8:35 AM	0:23	8:58 AM

	Anoun	8:30 AM	0:05	8:35 AM		Pd.1	8:58 AM	0:48	9:46 AM
	Adv/HR	8:35 AM	0:20	8:55 AM		Pd.2	9:46 AM	0:48	10:34 AM
	Passing	8:55 AM	0:03	8:58 AM		Pd.3	10:34 AM	0:48	11:22 AM
	1	8:58 AM	0:45	9:43 AM		Pd.4	11:22 AM	0:49	12:11 PM
	Passing	9:43 AM	0:03	9:46 AM		Lunch	12:11 PM	0:23	12:34 PM
	2	9:46 AM	0:45	10:31 AM		Pd.5	12:34 PM	0:48	1:22 PM
	Passing	10:31 AM	0:03	10:34 AM		Pd.6	1:22 PM	0:48	2:10 PM
	3	10:34 AM	0:45	11:19 AM		Pd.7	2:10 PM	0:46	2:56 PM
	Passing	11:19 AM	0:03	11:22 AM		Periods are 49 minutes including pass time			
	Lunch1	11:22 AM	0:20	11:42 AM					
	Passing	11:42 AM	0:03	11:45 AM					
	Pr 4	11:45 AM	0:46	12:31 PM					
	29 minutes between lunch 1 & Lunch 2								
	Pr 4	11:22 AM	0:46	12:08 PM					
	Passing	12:08 PM	0:03	12:11 PM					
	Lunch 2	12:11 PM	0:20	12:31 PM					
	Passing	12:31 PM	0:03	12:34 PM					
	Pr 5	12:34 PM	0:45	1:19 PM					

	Passing	1:19 PM	0:03	1:22 PM						
	Pr 6	1:22 PM	0:45	2:07 PM						
	Passing	2:07 PM	0:03	2:10 PM						
	Pr 7	2:10 PM	0:46	2:56 PM						

This schedule can be implemented if the number of parents opting for remote learning is enough to service the remaining half in addition to our high needs students.

Below are more specifications to the Hybrid Plan.

Action Plan	Pre-COVID-19	Hybrid of Remote & In Person
	Moving from a 6 day cycle to a 2 day cycle	- Students will be assigned to either a Cohort A or a Cohort B; they will attend class in person during their assigned cohort designated days. - Students will stay home during their assigned cohort remote learning days, complete their assignments on those days through: **Morning Advisory check ins; Google Classroom assignments; pre-recorded video and lessons; small group conversations supervised by TAs and other support staff; and check in by individual teachers as scheduled.** - To place students 6 feet apart in the Hybrid plan, we must add a 6th learning community; in addition to the purchase of extra desks & chairs, the hiring of 4 core teachers, 1 special education, and 1 world language teacher; plus the .2s for each exploratory class. - Classes will not necessarily be split exactly evenly between cohorts. - Students will earn letter grades as they would in a normal year. - Teachers will design curriculum and lesson plans to switch to remote, if necessary. - Parents will receive weekly communication from teachers as a learning community and/or per subjects.
	Fall start date: Sept. 8th	**COVID-19 Driven Start date: Sept. 16th** The start of the school year will be delayed to allow for more time to plan for teaching; time to rewrite health related routines and procedures; create internal schedules

		to deliver healthy protocols in and out of the classrooms.
	Responsive Classroom Advisory Model	● In September & October, teachers will intentionally focus on & embed relationship building in their routines and if necessary, be ready to switch to fully remote. It is the expectation that (social emotional wellness (SEW) will be smartly embedded into all interactions in every class, everyday, for each individual student. ● Wellness curriculum will be: responsive classroom, the same as previous years. Students in each Advisory will receive community building lessons through advisory sessions daily.
	Teacher planning and Professional Development needs	● When one cohort is in the building (in-person instruction), the other cohort is at home working independently. ● Teachers will plan and collaborate with their teams & under the guidance of Curriculum Department Heads to create a pacing guide to address important standards for each subject/grade level.
	Supporting E.L.	● Students identified as having high needs " Such as students with disabilities who spend 25% or greater of their time in substantially separate classroom settings; and students who are English Learners at WIDA level 1 or 2 are exempt from Hybrid Learning." They will be in attendance daily, even if the entire district goes to hybrid.
Free to come in any door	Assign entrances for students	● Upon arrival students will be assigned a door to enter the building based on their Learning Communities. ● Students will be trained during pre-orientation correspondence to parents/guardians; at in-person or virtual orientation to learn the new entry protocols
	Hiring	**Hire additional staff to support:** ● Hallways supervision for arrival and departure; ● Substitute teachers to temporarily take on assignment of teachers who are opting out of in-person teaching. ● Substitute teachers to cover non-COVID-19 teacher illnesses/absence

In-person Teaching & Learning for High Needs students

Action Plan	Pre-Covid 19	Hybrid of Remote & In Person
	5 LCs with 100+ students	● This model would decrease the number of students in school while improving on the arrangement of the physical space providing 6 feet of distance or better.
		● It would avoid the need to add a 6th learning community, the purchase of extra desks & chairs, the hiring of 4 core teachers, plus the .2s for Exploratory classes.
	Moving from a 6 day cycle to a 2 day cycle	● With half of the students present, teachers would be able to provide lessons in a format similar to pre-COVID-19 days. ● On their in-person days, students will be assigned to precise spaces when they are not in class.
	Sept 8th	● Delay the start of school to allow for more time to plan and become comfortable with new regulations. ● New start date September 16.
	Learning Communities	● Students will be assigned to one of two cohorts in order to ensure approximately half the student body is in each cohort and to try to balance cohorts within each class. ● Classes will not necessarily be split exactly evenly between cohorts.
		● Students will earn letter grades as they would in a normal year. ● Teachers will design curriculum and instruction so as to be able to switch to remote if necessary.
	Responsive Classroom Advisory Model	● In September & October, teachers will intentionally focus on & prioritize relationship building with students and if need be, be ready to switch to fully remote if/when that happens. ● Wellness curriculum will be: responsive classroom, the same as previous years. Students in each Advisory will receive community building lessons through advisory sessions daily.

	Teacher planning and Professional Development needs	● When one cohort is in the building (in-person instruction), the other cohort is at home working independently. ● Teachers will need to work with their teams to create a way to teach the same materials remote.
	Supporting high needs	● Have the students who are high to moderate special needs and English language learners be in the building every day the school is open.
Free to come in any door	Assign entrances for the students	● Upon arrival students will be assigned a door to enter the building based on their Learning Communities.
	Hiring	● There will still be a need to hire additional staff to support; Hallways for arrival and departure, teacher request to be remote and teacher illness
Building Readiness		● Signage, outside and inside the building and in various languages. ● Sanitizer stations in classrooms and hallways ● Schedule for cleaning the building and classrooms before new cohorts enter. ● Wellness sign in sheets ● New location for teacher mailboxes ● Revise instructions for fire drills and ALiCE drills
Classroom Readiness		● Assign mask breaks by class rooms ● Signage inside and outside the classrooms ● Establish floor plans ● Teacher COVID kits
	Scheduling	● Moving from a 6 day cycle to a 2 day cycle ● Can we cohort students by neighborhood? ● Scheduling twins in the same Cohort not just the same LC.
	Special Education	● Students will follow their schedule as if it were a regular school day. ● Wednesday would be a day for students to receive extra support in all academic areas. This will be

		used for pre-teaching, reteaching, organizational skills and social emotional support. ● Co-Teaching, Inclusion and small group classes will be functioning as a typical school day. There will be a slight change in the co-teaching model from last year. This change will be that the special educator will be linked to one Learning Community instead of two learning communities where they co-teach in all four of the main academic classes. The reason for this change is to keep all staff and students in one learning community to reduce cross contamination of COVID-19. ● Inclusion learning community will continue to have a special educator and teaching assistant throughout the school day to support the needs of students. ● Small group classes will be scheduled with safety for staff and students in mind. ● There will be a teaching assistant linked to each learning community in order to support the needs of the students within the co-taught and inclusion setting. Teaching assistants will support small group classes as needed.
	English Language Learners	**Pre Covid-19 ELL Students:** ● Attend daily ELL classes. ● Beginners have additional ELL class 2x per week (*ideally 4x per week*). ● Practice listening, speaking, reading and writing skills through group, partner and independent class work. ● A variety of strategies including modeling, multimedia, TPR, games, etc. are employed to facilitate English language acquisition. **Limitations during Covid-19:** ● Less/Modified group and partner work for social distancing ● Less/Modified use of effective strategies due to social distancing ● Difficulty speaking/listening with facial masks ● Limited peer interaction due to social distancing

		Hybrid Reopening Option 1: all ELL students in one cohort (all in-school together)
		- Students attend 2 in-school ELL classes per week. - Students have remote, synchronous classes 2.5 days per week - ELL Teacher is available during remaining periods on remote days to meet remotely as needed with students - Gen. Ed. content more accessible than all remote due to in school instruction/modeling - Students receive in person instruction/assistance with new technology 2 days per week and practice in school so they can work independently at home **Limitations:** - Less/Modified group and partner work for social distancing - Less/Modified use of effective strategies due to social distancing - Difficulty speaking/listening with facial masks - Limited peer interaction due to social distancing **Hybrid Reopening Option 2: ELL students split between 2 cohorts** - Students attend 2 in-school ELL classes per week. - Students have remote, synchronous classes 2.5 days per week - Gen. Ed. content more accessible than all remote due to in school instruction/modeling - Students receive in person instruction/assistance with new technology 2 days per week and practice in school so they

		can work independently at home
		Limitations: ● Less/Modified group and partner work for social distancing ● Less/Modified use of effective strategies due to social distancing ● Difficulty speaking/listening with facial masks ● Limited peer interaction due to social distancing **All Remote** ● ELL students attend daily synchronous ELL classes ● Beginning and Intermediate students need significantly differentiated gen ed. Assignments - *more so compared to in school instruction* **Limitations:** ● Many ELL students are unable to access gen. ed content remotely ● Majority of ELL parents are unable to assist students ● Significant challenges with technology ● Remote learning is simply not as effective for language learning

Remote

Full-time Remote - Teaching & Learning Synchronously

The Department of Education of Massachusetts, in its communiqué of July 24, 2020, titled "**Remote Learning Guidance for Fall 2020" defines "Remote Learning as follow: "Remote learning constitutes structured learning time so long as a district's remote learning model is consistent with the requirements of 603 CMR 27.08(3)(b) outlined above. Structured learning time is defined in the regulations**

as "time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments within the curriculum for study of the 'core subjects' and 'other subjects.' In addition to classroom time where both teachers and students are present, structured learning time may include directed study, independent study, technology-assisted learning, presentations by persons other than teachers, school-to-work programs, and statewide student performance assessments." All the activities listed in this definition may be incorporated in or adapted to hybrid and remote learning programs, and we encourage districts to incorporate learning time activities that are both computer-based and non-computer-based."**

In the event we have to shift from a Hybrid or all-person model to an all remote model, our teachers and staff will be prepared to make a seamless transition. The in-person part of the hybrid schedule will in fact be duplicated virtually in a synchronous manner.

Remote learning will be conducted in the following way:
- All students will start their day in Advisory daily. This is part of the Gibbs 6th Grade School 6th grade school Tier 1 approach to S.E.L.
- In an all remote format, advisory groups will be 15-16 students versus 20-23, for "In-person" learning.
- To help families organize and support students learning at home, two-way communication shall be established between teachers and families.
- Teachers will send a daily task calendar to students & parents on a daily and/or weekly basis.
- The Gibbs staff learned a lot from their transition to asynchronous learning last spring. In preparation for the fall reopening, there will be an emphasis on planning synchronous learning to keep students engaged and connected with the class lessons. Teachers will do so by using background knowledge of the class, students' interests, and a variety of platforms offered by the APS.
- Protocols for classroom engagement, school values (Understanding, Unifying, Unstoppable), COVID-19 safety protocols, hallways transition expectations, arrival & departure routines, etc. will all be taught, modeled, reinforced, and reminded in a thoughtful and gradual manner.
- Parents/guardians of students with high needs, an IEP and/or ELL services will receive additional information to understand how those services will be provided.
- Academic expectations, homework, and grading policies will be covered during orientation and in class.
- Behavioral expectations, and proper etiquette for electronic use and access to /technology will be addressed during orientation and throughout the school year.

- Students will attend class daily and full-time, not in the modified version that was offered in the spring; classes are from 8:30- 2:56 with a 30 minutes dedicated for lunch and regular opportunities for brain break during and between courses.
- Some of the Unified Arts classes may need to be creatively modified, nevertheless, students will be taught essential, useful, and relevant aspects of the subjects.

- **A visual of our All Remote daily schedule.**

		Monday	Tuesday	Wednesday	Thursday	Friday
		All Remote/ High Needs In-person	All Remote/ High Needs I n-person	**All Remote Everyone**	All Remote/ High Needs In-person	All Remote/ High Needs In-person
Adv	8:30	Advisory	Advisory	Announcements & Advisory	Advisory	Advisory
Pd.1	8:53	English	English	9:00 - 9:51 BCO/ CO-TO	English	English
Pd.2	9:42	Math	Math	9:54 - 10:45 W.I.N./CO-TO	Math	Math
Pd.3	10:31	Science	Science	10:48 - 12:09 W L/ CO-TO	Science	Science
Pd.4	11:43	Anc Civ	Anc Civ	11:13 - 11:43 Lunch	Anc Civ	Anc Civ
Pd.5	12:32	PE	World lang	Asynchronous Learning & O.H.	PE	World Lang
Pd.6	1:21	ELC	ELC	Asynchronous Learning & O.H.	ELC	ELC
Pd.7	2:10	W.I.N.	W.I.N.	Asynchronous Learning & O.H.	W.I.N.	W.I.N.

KEY of Hybrid Rotation
ELC= FACS, Art, CompSci, Tech, Music
World Lang (WL)- French, Spanish, Mandarin, Latin
W.I.N.= Math Intervention, Reading Intervention, Ac Support or a Study. We may be able to put some BCO in this space if we have a place for students to work

5 terms 1 for each ELC
O.H. = Core Teachers' Office Hrs

C - Themes from Students Services Team Listening Sessions

Family Listening (N=172)

‣ Themes from the effects of COVID and remote learning

1. The younger the child and the more needs a child has, the more difficult it is on families to manage remote learning.
2. Families recognize social skills and emotion regulation skills are regressing, especially for students at elementary school ages.
3. The challenges and responsibilities associated with remote learning are having detrimental effects on family relationships. Family effects are greatest on those with low access to resources and/or with children who have special needs.
4. Parents and caregivers want an additional, consistent forum to communicate and work with the schools, and with each other, outside of the classroom context.

Student Listening (N=225)

‣ Themes from the effects of COVID and remote learning

1. Children really miss their friends and really miss their teachers.
2. They're struggling with social isolation ("I'm lonely").
3. Students recognize remote learning was necessary and are adapting to the new learning environment.
4. Children expressed worry about the physical safety of themselves, and others, regarding the virus.

Staff Listening (N=23)

‣ Themes from the effects of COVID and remote learning

1. Universal negative emotional experience with profound personal impact.
2. Teachers with children are going through an enormous struggle to tend to their instructor responsibilities and their parental responsibilities at home.
3. They give credit to the administration and appreciate their efforts.

4. Staff are worried that the school experience will be fundamentally altered in the future, with greater emphasis on remote learning and "split" experiences.

D - Results of Parent Survey

Results of the Family Survey distributed in summer 2020 are available and shared here:
https://datastudio.google.com/reporting/8c30ddfd-2b0b-468e-9034-8f748b4a6efc/page/BmF3

The following charts show the numbers of parents preferring a remote option at this time.

Elementary parents who would select a remote option at this time.

Legend:
- Thompson
- Stratton
- Peirce
- Hardy
- Dallin
- Brackett
- Bishop
- Menotomy
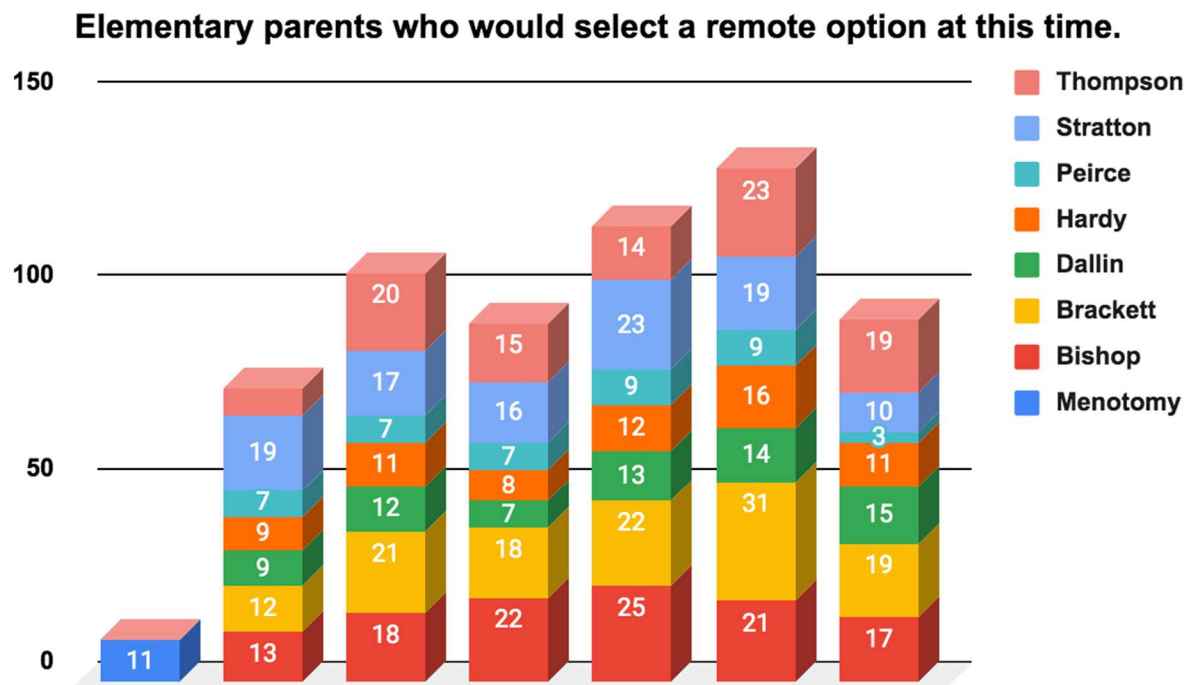
Middle school parents who would select a remote option at this time.

Legend: 6th Grade (blue), 7th Grade (red), 8th Grade (yellow)

Gibbs: 89 (6th Grade)
OMS: 97 (7th Grade), 79 (8th Grade)

AHS parents who would select a remote option at this time.

AHS
- 9th Grade: 64
- 10th Grade: 64
- 11th Grade: 48
- 12th Grade: 54

130
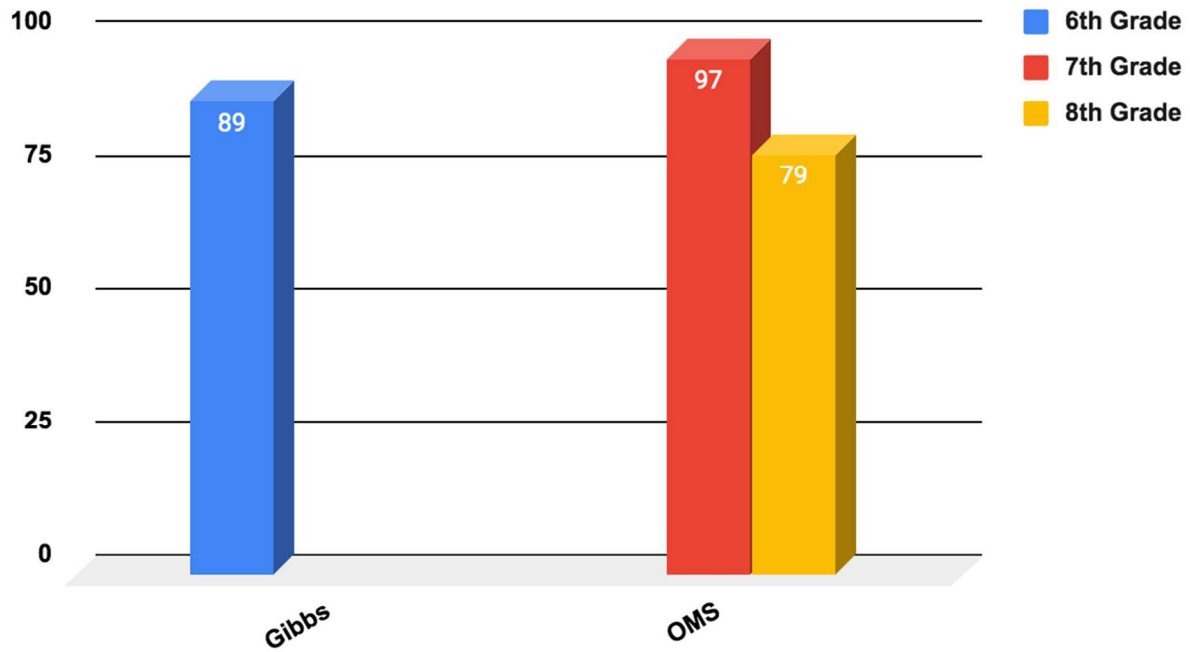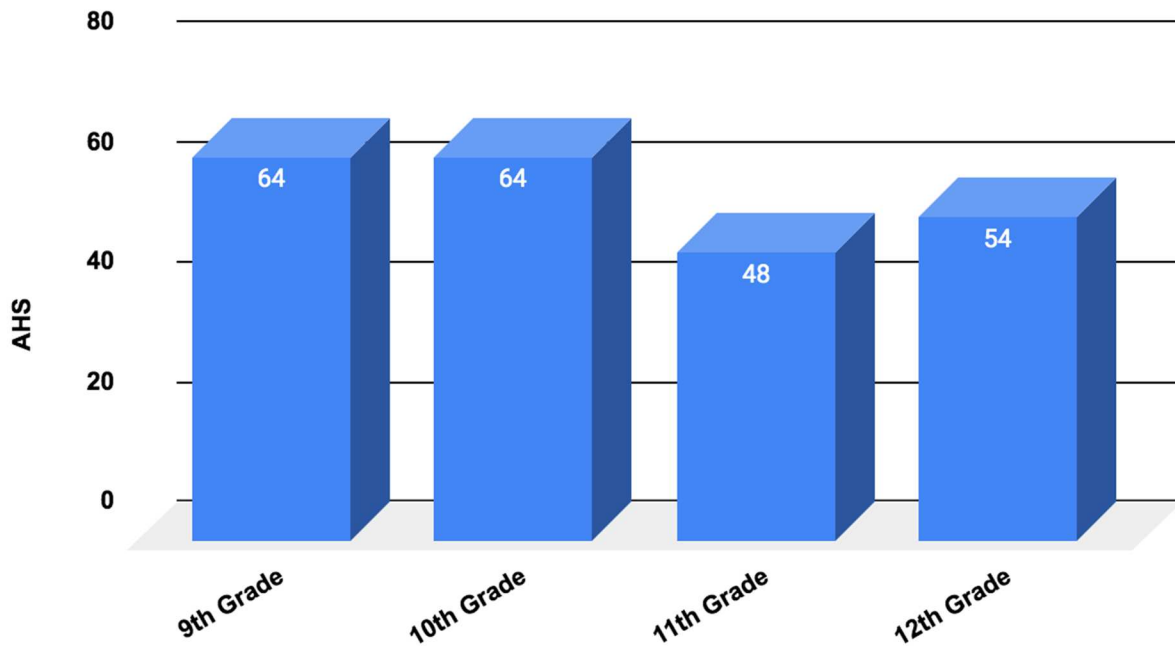
E - Results of Staff Survey

[Results of the Staff Survey](#) distributed in summer 2020 are available and shared here:
https://datastudio.google.com/reporting/35719f62-0cb2-450b-965c-6bc71836b40f/page/BmF3

F - Our Climate Spring 2020

The district prepared a [School Climate Report](#) in spring 2020

Department of Elementary and Secondary Education
Fall Reopening Frequently Asked Questions Updated August 26, 2020

As we have noted, the Department of Elementary and Secondary Education (DESE) continues to provide new information and updates on Fall 2020 School Reopening. This edition of Fall Reopening Frequently Asked Questions (FAQs) includes some new questions/answers, as well as updates from the FAQ issued on July 10, 2020. Questions and answers that are <u>unchanged</u>, <u>revised</u>, or <u>new</u> are noted in each response.

For information specific to Special Education, including Frequently Asked Questions for Schools and Districts Regarding Special Education, please see the following link: http://www.doe.mass.edu/covid19/sped.html.

What do I do if I have other questions not answered here?
District/school-based personnel may email reopeningk12@mass.gov.
Parents/caregivers may email questions to COVID19K12ParentInfo@mass.gov.

Frequently Asked Questions – All Audiences

1. **What is the overall goal for K-12 education in academic school year 2020-21?**
   Our goal is the safe return of as many students as possible to in-person school settings, to maximize learning and address our students' holistic needs. *(No change)*

2. **Why are DESE and the medical community recommending in-person learning?**
   After weeks of discussion with many stakeholders, including members of our Return-to-School Working Group, infectious disease physicians, pediatricians, and other public health experts, and given low transmission rates of COVID-19 in the state, there is a clear consensus that in-person learning is the preferred model. While remote learning has improved over the course of the school closures, there is no substitute for in-person instruction when it comes to the quality of students' academic learning. In-person school plays an equally important role in supporting students' social-emotional needs, including their mental and physical health, and mitigating the impacts of trauma. *(No change)*

3. **What safety measures will be in place for students and staff?**
   It is important to note that the American Academy of Pediatrics has affirmed that children, particularly younger children, are less likely than adults to be infected with COVID-19. Furthermore, if they become infected, it appears younger children may not have the same transmission potential as adults. The health and safety requirements for school reopening use a combination of strategies that, taken together, will substantially reduce the risk of transmission of COVID-19 in schools. This combination approach includes masks/face coverings, physical distancing, handwashing/sanitizing, and staying home when sick. *(No change)*

4. **Can parents send children to school without a mask if they do not have access to one?**
   Masks should be provided by the student/family, but schools should make available face masks for students who need them. *(No change)*

5. **What are the guidelines for safe distancing requirements between students?**
   Medical experts advising DESE have stated the distance of 6 feet is preferred whenever feasible but that the minimum acceptable distance is 3 feet when done in combination with masks and other safety

measures. Establishing a minimum physical distance of 3 feet between students when masks are worn is informed by evidence and substantiated by guidance from the American Academy of Pediatrics and the World Health Organization. It is the practice in several other countries that have successfully reopened their schools. *(No change)*

6. **Who needs to wear a mask, and when do they have to be worn?**
   Students in second grade and above and adults, including educators and staff, are required to wear a mask that covers their nose and mouth at all times, except for designated breaks. Students in kindergarten and grade 1 are strongly encouraged to wear masks; if a student cannot tolerate a mask, they should wear a face shield, if possible. Masks must be worn by everyone, regardless of age, during school bus transportation (districts should download DESE's transportation guidance for how to work with students who are unable to wear a mask on the bus). Teachers, staff, and parents should reinforce mask-wearing. *(No change)*

7. **Are there exceptions to wearing masks?**
   Exceptions to mask requirements must be made for those for whom wearing a mask is not possible due to medical conditions, disability impact, or other health or safety factors. Face shields may be an option for students with medical or behavioral challenges who are unable to wear masks. If masks cannot be worn, students and staff should maintain at least 6 feet of physical distance. When staff need to be closer than 6 feet to a student who cannot wear a mask (such as when supporting students with disabilities), staff should follow the guidance provided in the Guidance on Summer 2020 Special Education Services *(download)*. *(No change)*

Superintendent/Principal Frequently Asked Questions

Health and Safety

1. **What are the health and safety guidelines for teachers and staff?**
   All adults, including educators and staff, are required to wear a mask that covers their nose and mouth at all times, except for designated breaks, which should occur throughout the day. Allow adequate space for teachers to ensure safe physical distance from students. *(No change)*

2. **When, if ever, should students and staff get tested for COVID-19? Is there routine testing?**
   Current Massachusetts Department of Public Health guidance states that anyone who shows any COVID-19 symptoms, even if mild, should get tested. Medical experts recommend close contacts of those who test positive also get tested four to five days after their last exposure to that person. If an individual chooses not to get tested (whether they are exhibiting symptoms or are a close contact of someone who tested positive), the student or staff member should remain home in self-quarantine for 14 consecutive days and until asymptomatic. *(No change)*

3. **If my school has chosen to use 6 feet of physical distancing for all students and staff, are students and staff still required to wear masks?**
   Even with 6 feet of distancing, masks are among the most important measures to contain the spread of COVID-19. As a reminder, DESE guidance states that masks are required for all staff and students in grades 2 and above and are strongly recommended for students in kindergarten and grade 1. Even if students are seated at desks 6 feet apart for their regular school day, students are required to keep masks on (except when eating or taking a mask break). *(No change)*

4. **If a classroom is set up with desks spaced 3 feet apart from seat edge to seat edge, is it permissible for the teacher, even when masked, to walk up and down between student desks to provide assistance and accommodations?**
Teachers should maintain a distance of 6 feet from other individuals whenever feasible, with the minimum acceptable distance of 3 feet when in combination with masks and other safety measures. Therefore, it is not recommended that teachers walk up and down between student desks, if this would bring them within 3 feet of students. For guidance on working with students with disabilities and students with other intensive needs, please refer to the Comprehensive Special Education Guidance *(download)*. *(No change)*

5. **In what circumstances does someone need to self-quarantine (when they have been exposed but are not sick) or isolate (when they are sick)?**
Individuals are required to self-quarantine if they have been exposed to a COVID-19-positive individual. All close contacts should be tested but must self-quarantine for 14 days after the last exposure to the person who tested positive, regardless of test result. Individuals are required to self-isolate if they test positive for COVID-19. In these scenarios, the self-isolation period is a minimum of 10 days with at least 24 hours having passed with no fever and with improvement in other symptoms. *(Revised)*

6. **The guidance states that individuals who are exposed to COVID-19-positive individuals should stay home and get tested four or five days after their last exposure. If the exposure is ongoing (e.g., exposure to household members or other close contacts who are unable to self-isolate), what is considered the "last exposure?"**
If a student's or staff member's exposure to an infected individual is ongoing, then the student or staff member should stay home in self-quarantine until the infected individual is no longer considered infectious per Department of Public Health guidance. Once the infectious period is over, the student or staff member should be tested four or five days later. *(No change)*

7. **The guidance states that if someone is symptomatic or has been exposed to a COVID-19-positive individual, they must get tested prior to returning to school. In other places, the guidance states individuals who choose not to get tested must adhere to a 14-day self-quarantine prior to returning to school. Are these conflicting statements?**
Per the DESE/DPH joint memo (*download*) clarifying key health and safety requirements, a close contact may not return to school prior to 14 days after the last exposure to an individual with COVID-19. *(Revised)*

8. **If someone in an elementary classroom tests positive for COVID-19, is the whole class required to self-quarantine? If so, when is the earliest students can return to school?**
The guidance states that in elementary schools, close contacts should stay home and get tested. If a student or staff member tests positive for COVID-19, their close contacts will be defined as only those who have been within 6 feet of distance of the individual for at least 15 minutes while the person was infectious. All close contacts must self-quarantine for 14 days, regardless of test results. During the period that students are in self-quarantine, it is the school's duty to provide them with remote learning. *(Revised)*

9. **The guidance states that if an individual tests positive for the virus, they must self-isolate for at least 10 days and until at least 24 hours have passed with no fever and with improvements in other symptoms. At what point do you start the 10 day count and 24 hour count, respectively?**
The 10 day period begins with the onset of symptoms, and the 24 hour period without fever begins no earlier than the last 24 hours of that 10 day interval. If an individual develops symptoms, regardless of when tested, they may return on the 10th day, provided that they have had no fever on days 9-10 after

symptom onset and have had improvements in other symptoms. The duration may be longer than 10 days if a fever persists or symptoms do not improve. *(Revised)*

Facilities and Operations

10. **Is ten students the maximum number in one class in the fall (as provided in the Initial Summer School Guidance issued on June 4, 2020)?**
No, our guidance has evolved since the *Initial Summer School Guidance*. For the fall, there are no required maximums on cohort or group sizes, so long as schools adhere to physical distancing requirements. *(No change)*

11. **Can students in kindergarten and first grade who are unmasked sit together on the rug?**
Students in kindergarten and first grade should be encouraged to wear a mask/face covering, or a face shield if masks are not tolerated. Schools should aim to keep kindergarten and first grade students six feet apart but lesser distances are acceptable (but no less than 3 feet). This is permissible given the lower susceptibility of the age group. Schools should consider reconfiguring space to discourage prolonged close contact and encourage activities that allow children to spread out. Programs may design their own strategies to implement this recommendation – such as spacing chairs at tables, designing games and group activities where children may engage in play that can be spaced apart (for example, by using visual cues, like hula hoops or tape on the floor), and increasing outdoor time. *(No change)*

12. **When students are in the cafeteria or in classrooms or other spaces to eat, what is the space requirement?**
During meals, because masks are not worn, 6 feet of physical distancing is required. To provide adequate distancing, there may need to be multiple meal breaks for smaller cohorts of students or enable some students to eat in the classroom and some in other spaces as feasible (e.g., cafeteria, hallways if permitted, etc.). *(No change)*

13. **Do we have to keep classroom windows open?**
To increase facility ventilation, we encourage schools to keep classroom windows open, if feasible, as much as possible throughout the school year. *(No change)*

14. **Can we use our cafeteria for meals if we provide adequate spacing in lines and at tables?**
Students must be six feet apart in the cafeteria or any eating space, as it is assumed that masks/face coverings will not be worn during meals. If the cafeteria cannot provide adequate spacing, consider alternative ways (e.g., stagger meal times, have students eat in classrooms instead of the cafeteria, or use common areas) to promote physical distancing during meals. If serving food in the cafeteria, develop staggered schedules that minimize mixing of cohorts, enforce six feet physical distancing protocols, adjust food preparation and service procedures to minimize shared items, and support compliance with health and safety. It is preferred for those without masks not to sit facing each other. *(No change)*

15. **How do we measure how many desks can fit into a classroom?**
When masks are worn, 3 feet is the minimum distance allowed from seat edge to seat edge regardless of whether that seat is at a desk or a table. Desks and tables should face in the same direction. There is no maximum number for group size, so long as schools adhere to the physical distancing requirements. Six feet of physical distance is required between students who are not wearing masks, e.g., when eating, taking a mask break, or for students who cannot wear a face mask due to medical conditions, disability

impact, or behavioral challenges. Please see guidance about unmasked kindergarten and first grade students below and exceptions to wearing face masks in the All Audiences section above. *(No change)*

16. **Are plexiglass barriers permissible between desks or tables?**
In general, we do not recommend setting up plexiglass barriers in typical classrooms, since they represent an additional high-risk surface to clean and disinfect. However, barrier use is permitted if classroom furniture cannot be replaced and if required physical distancing cannot be achieved without the use of barriers, such as in shared table or laboratory settings where there is limited capacity and desks are heavy or immovable. More information can be found by downloading the Facilities and Operations guidance. *(No change)*

Models of Learning

17. **Do districts need to create three plans or just the plan they intend to start with this fall?**
The Department is requiring districts, charter schools, collaboratives, and approved special education schools to develop one plan that addresses all three models for learning (in-person, hybrid, and remote) in case districts need to change course during the school year. The plan should prioritize safely getting as many students as possible back to school in-person, following a comprehensive set of health and safety requirements. The plan should also describe how the district would implement remote learning and hybrid (combination of in-person and remote learning) models. Across each of these models, the district or school also needs to address how special populations, including students with disabilities and English learners, will receive necessary services and accommodations. *(No change)*

18. **When are school and district plans for reopening due? Will there be a template to submit the plan?**
On July 15, DESE released information on the process to submit reopening plans. Districts, charter schools, collaboratives, and approved special education schools are required to submit their reopening plans to DESE through a two-step process:
    - Step 1: By July 31, districts, charter schools, collaboratives, and approved special education schools completed and submitted a preliminary reopening plan summary to DESE. They filled out an online form which will allow DESE to collect key summary information about districts' reopening models and other planning considerations.
    - Step 2: By August 10, districts, charter schools, collaboratives, and approved special education schools must finalize their comprehensive plan documents, submit them to DESE, and release them publicly to their communities, including posting plans on the district's or school's website. Final plans should be approved by local school committees and/or executive boards. *(No change)*

19. **What if our district or school requires an extension to the August 10 submission deadline?**
Districts and schools may seek a short extension to the August 10 deadline to allow for school committee or executive board plan review and approval or additional time for planning. Any request for an extension should be addressed to the Commissioner and submitted by email to reopeningk12@mass.gov no later than August 10, 2020. Requests should include a rationale for the extension and a proposed date of submission, which should be no later than August 17, 2020. *(No change)*

20. **Can my elementary school operate under a departmentalized model if staff and students maintain the appropriate space requirements?**
Even with required spacing, DESE recommends that elementary schools preserve cohorts of students with one adult (i.e., keep students in self-contained classrooms or "cohorts") to mitigate transmission of the virus. However, in some instances, schools may choose to continue with departmentalization. If this

occurs, and to reduce close student contact during transitions, it is recommended that teachers, not students change classrooms. Assigned seating is also important, because it effectively creates even smaller groups within cohorts, which minimizes transmission. Assigned seats can also assist with contact tracing. Guidance related to special education teachers and related service providers who need to provide services in the classroom on an itinerant basis is included in the Comprehensive Special Education Guidance for the 2020-21 school year *(download)*. *(No change)*

Resources

21. **What is a "level service plus" budget?**
    A "level service plus" budget includes additional funds on top of a district's projected budget to manage additional costs associated with health and safety preparations. While the FY21 budget is still being developed by the Legislature, the Commonwealth is making additional funding sources available directly to schools and districts to support reopening. *(No change)*

22. **What federal funding is available to assist districts and schools?**
    To date, the following federal grants have been made available to cities and towns for educational expenses related to COVID-19:
    a. $193.8M from the Elementary and Secondary School Emergency Relief (ESSER) Fund to districts, largely based on the Title I formula
    b. A portion of the $502M from the Coronavirus Relief Fund (CvRF) already allocated
    c. Additional $202M from CvRF ($225 per pupil) to support school reopening, specifically
    d. $25M for remote learning technology grants from CvRF and ESSER
    Moreover, the Executive Office of Education (EOE) and DESE applied for additional competitive federal grants and are waiting determination. *(No change)*

Policies

23. **What should educators and other staff who are at increased risk of severe illness from COVID-19 do when the school re-opens?**
    Educators and other staff who are at increased risk of severe illness from COVID-19 will want to consult with their health care providers about whether and under what circumstances a return to in-person school settings would be medically inadvisable. *(No change)*

24. **Should Pre-K classes follow DESE guidance or EEC guidance?**
    In general, public preschools should follow DESE guidance. However, if public preschools enroll children whose families receive subsidies administered by EEC, they should seek guidance from their EEC regional office. *(No change)*

25. **Will there be changes to assessment requirements (MCAS)?**
    At this time, districts should expect that MCAS will continue. Given the complexity of COVID-19's impact on our schools, MCAS is a critical way to understand the pandemic's effects on student learning and achievement. Please move forward with planning accordingly. *(No change)*

26. **Is DESE mandating changes to school days/calendar changes?**
    To provide sufficient training and preparation time for educators and staff, the Commissioner reduced the 180 day and student learning time requirements for the 2020-2021 school year to 170 days and 850 hours (for elementary schools) and 935 hours (for secondary schools). Districts must begin providing

instruction to students no later than September 16, 2020 unless they receive a waiver. Districts will be required to meet the structured learning time requirements, whether they are providing instruction in person, remotely, or in a hybrid model.

If a district or school is unable to meet the September 16, 2020 requirement, it may apply for a waiver. Any request for a waiver for this purpose should be submitted by email to reopeningk12@mass.gov no later than Friday, August 14, 2020 and must include a full description of the justification for the request.

Districts may also seek flexibilities regarding student learning time requirements to enable more students to attend school in-person. For example, to increase capacity, a district may add a second or third morning bus route for a given neighborhood with an earlier or later pick-up time than existing routes. As a result, the district may request a waiver of structured learning time requirements so the district can stagger school day start and end times. Any request for a waiver should be addressed to the Commissioner and submitted by email to reopeningk12@mass.gov no later than Friday, August 14, 2020. *(No change)*

27. **How is the guidance different for private schools?**
This guidance applies to all public elementary and secondary schools in Massachusetts, including charter schools, as well as approved special education schools and collaboratives. Private, independent, and parochial schools may use DESE documents as a guide. *(No change)*

28. **What can a district do to avoid disruptions that occur if parents change their mind about whether their child will attend school remotely or in-person?**
Many superintendents have surveyed parents/caregivers about their intention to return to in-person instruction. It is recommended that districts and parents/caregivers continue to be in close communication. When parents/caregivers communicate early that a child is moving from one model to another (e.g., in-person to remote or remote to in-person), it allows for more thoughtful planning by their child's school. If necessary to comply with health and safety requirements, districts may establish a policy that sets a reasonable transition period, ideally no more than three to four weeks, to plan for the introduction of a new student from remote to in-person learning. During this period, remote teaching and learning must continue for that student. *(No change)*

29. **Are school districts responsible for students who are choosing remote learning?**
Yes, school districts are responsible for students who are engaging in remote learning. Given the potentially changing circumstances of COVID-19, remote learning may be an option when fully in-person school is not feasible, as a key part of a hybrid model, and for those students who cannot or chose not to attend in person. As such, quality remote learning is a must to support our students' academic growth. Remote learning models shall include the following requirements: (1) procedures for all students to participate in remote learning, including a system for tracking attendance and participation; (2) remote academic work shall be aligned to state standards; (3) a policy for issuing grades for students' remote academic work; and (4) teachers and administrators shall regularly communicate with students' parents and guardians, including providing interpretation and translation services to limited English proficient parents and guardians, consistent with 603 CMR 27.08. *(No change)*

30. **Can school districts accept student teachers and other educator candidates for practicum and pre-practicum experiences, and are candidates considered volunteers?**
The Department considers educator preparation candidates (e.g., prospective teachers, administrators, school counselors) important individuals who can provide added capacity to meet students' needs. The Department encourages districts to view candidates as essential to the return-to-school effort and to leverage the variety of ways they can support the needs of the school community. See "Leveraging

Student Teachers," for additional context. We encourage you to identify ways to allow candidates access to remote learning platforms that will be used by your school or district, for example, by providing them with a district-specific email address, and to work with ed prep partners on the flexibilities regarding practicum that DESE has granted to them this year. *(No change)*

31. **For the purpose of planning for return to school, may a district prioritize student groups for in-person instruction?**
    In cases where districts cannot bring back all students in-person and are implementing either a predominantly hybrid or remote model, they may choose to identify groups of students to attend school in-person full-time – so long as the district is able to effectively follow health and safety requirements. We encourage districts to prioritize the following student groups for full-time, in-person instruction:
    - Students with disabilities and English learners, particularly those with more intensive needs. Please refer to the Comprehensive Special Education Guidance for a more expansive definition of these students.
    - Students whose parents/caregivers report they do not have access to reliable internet or a suitable learning space at home (particularly students experiencing homelessness or housing insecurity and students in foster care or congregate care).
    - Students who are significantly behind academically.
    - Students who were disengaged and/or who struggled significantly during previous remote learning periods.
    - Early learners (grades preK–5).

    In cases where the student populations listed above comprise too large a group to safely return all of the prioritized students in-person, we strongly encourage districts to prioritize students in the first two groups. *(No change)*

32. **Can the school committee or executive board set additional policies above and beyond what is outlined in these guidance documents?**
    Yes, school committees and executive boards may set additional policies so long as those policies meet the minimum medical requirements as provided in the guidance and do not impede students' access and right to public education. *(No change)*

33. **If a student transfers into our district or school, are they required to self-quarantine?**
    In general, students who reside in Massachusetts who transfer into a district or school mid-year are not required to self-quarantine. See Protocols for Responding to COVID-19 Scenarios for situations that require self-quarantine or self-isolation. Students who transfer from out of state must follow COVID-19 Travel Orders for Massachusetts. *(No change)*

Transportation

34. **What is the role of the bus driver or bus monitor in identifying possibly symptomatic students?**
    We are not recommending bus drivers or bus monitors actively screen students as they enter or ride the school bus. However, bus drivers and bus monitors can play an important role in *flagging* possible symptomatic students. If it is evident that someone has symptoms, whether reported or observed, the bus

driver or bus monitor should follow the protocols outlined in the transportation guidance. Bus drivers and bus monitors should be trained on these protocols and scenarios prior to the start of the year. *(No change)*

35. **If a district is providing a hybrid model of education to its students, must they coordinate transportation for students in out-of-district placements such as educational collaboratives and approved special education schools?**
Yes, it is the responsibility of the school district to coordinate and arrange for transportation to out-of-district placements. If the out-of-district placement is providing in-person instruction, then the school district must make every effort to provide transportation as indicated in the student's individualized education program (IEP). *(No change)*

36. **Are districts obligated to provide transportation to foster care or homeless students?**
Students who are homeless or in foster care have the right to remain enrolled in their school of origin and receive transportation to and from school if needed. Transportation must be comparable to that provided to other students, meet Massachusetts state law (G.L. Chapter 90, section 7D), and follow current COVID-19 guidance for pupil transport. For students in foster care, it is the responsibility of the school of origin to work collaboratively with the Department of Children and Families (DCF) and to ensure transportation is provided. For students who are homeless, the parent/guardian/unaccompanied youth must be informed of the right to transportation. Transportation is a shared responsibility between the district where the student is enrolled and the district where the student is staying. For other questions regarding students who are homeless or in foster care, please see the Educational Stability webpage and Tips for Ensuring Educational Stability during School Closures. *(No change)*

37. **If students from the same household are sitting together, can the maximum occupancy for each bus increase?**
Yes. Because students from the same household can sit together on a bench, the maximum occupancy for each bus may increase. Other students (non-household members) should be seated one student per bench from others. *(No change)*

38. **Are students permitted to drink water or other liquids on the bus?**
No. All riders must wear masks that cover their nose and mouth at all times, and masks may not be removed for drinking. Exceptions may be made for those who require liquids due to medical conditions, disability impact, or other health or safety factors. *(No change)*

39. **What is the recommended amount of physical distancing at the bus stop?**
Distancing requirements apply both while waiting at bus stops and while in transit. Students and adults at bus stops should ideally maintain 6 feet of distance from other individuals, with the minimum being 3 feet of distance. Everyone on the bus and waiting at bus stops must wear masks that cover the nose and mouth at all times. *(No change)*

Frequently Asked Questions by Parents

Models of Learning

1. **Can parents choose whether to send their children to school or keep them learning remotely?**

Parents/caregivers can choose to send their children to in-person school or keep them at home learning remotely. In-school attendance is highly encouraged to promote student academic progress because there is no substitute for the attention and engagement possible with in-person learning. *(No change)*

2. **What is the difference between homeschooling and remote learning?**
   Remote learning means learning provided by the school district that happens outside of the traditional classroom because the student and teacher are separated by distance. Remote learning may be synchronous or asynchronous. Remote learning may include but is not limited to online learning (603 CMR 27.08). Parents may also choose to homeschool their children, a type of private education. For a child of compulsory school age, the homeschooling program must be approved in advance by the superintendent or school committee of the district of residence. *(No change)*

3. **If my child starts the school year remotely, can I later send them back to in-person learning?**
   Yes, parents can choose to switch their children to in-person learning even if they started the year remotely. Parents and school districts are highly encouraged to be in close communication about any changes. When parents/caregivers communicate early that a child is moving from in-person instruction to remote learning, it allows for more thoughtful planning by their child's school. If necessary to comply with health and safety requirements, districts may establish a policy that sets a reasonable transition period, ideally no more than three to four weeks, to plan for a student to change from remote to in-person learning. During this planning period, remote teaching and learning must continue for that student. *(No change)*

Health and Safety

4. **After in-person instruction resumes, does a student need to submit a doctor's note if they need to be out for personal health reasons?**
   State law dictates that school committees set local attendance policy. Given the current health crisis, DESE does not recommend requiring a physician's note for attendance-related purposes for personal health reasons. If the student's parents/caregivers are seeking home or hospital educational services, the regular home/hospital process (http://www.doe.mass.edu/prs/ta/hhep-qa.html) must be followed, including the completion of the Physician's Affirmation of Need for Temporary Home or Hospital Education for Medically Necessary Reasons, which requires a physician's signature. Additional requirements for return will be in place for a student or staff who has tested positive for COVID-19. *(No change)*

5. **What is the proper handwashing technique?**
   When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with an individual disposable towel. *(No change)*

6. **What is the proper hand sanitizing technique?**
   Hand sanitizer should be applied to all surfaces of the hands and in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry. Hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropanol content can be used. *(No change)*

7. **Is hand sanitizing an acceptable replacement for handwashing? Is handwashing (not hand sanitizing) necessary?**

While handwashing with soap and water is the best option, alcohol-based hand sanitizer (at least 60 percent ethanol or at least 70 percent isopropanol) may be utilized when handwashing is not available. As has always been the case, hands should be washed whenever hands are visibly soiled and after using the bathroom. *(No change)*

8. **What do I do if I have other questions not answered here?**
   Parents/caregivers may email questions to COVID19K12ParentInfo@mass.gov.

With new color-coded metric from DPH / COVID-19 Command, DESE is issuing additional guidance for selecting a learning model

New color-coded metric*

DESE expectation for learning model

RED	Average daily cases per 100,000 is **greater than 8**	**Remote**
YELLOW	Average daily cases per 100,000 is **between 4 - 8**	**Hybrid** **OR Remote** (if extenuating circumstances)
GREEN	Average daily cases per 100,000 is **less than 4**	**Full-time in-person** **OR Hybrid** (if extenuating circumstances)
UNSHADED	Fewer than 5 total cases over the past 14 days. Generally, this is for communities with small populations and very few cases.	

Measured as a 14-day rolling average and will be reported weekly as part of the online DPH dashboard

Additional considerations

Other metrics to review: While average daily cases per 100,000 is the metric that determines the color coding for each community, districts / schools should also monitor whether cases are **increasing or decreasing** vs. the prior period. Monitoring **positive testing** also remains an important metric. In consultation with their local boards of health, districts should consider whether these additional metrics and underlying data may indicate other concerning trends. DESE will provide additional guidance on example scenarios regarding other metrics for districts to review.

Multiple weeks of data is necessary to understand trends: Districts should **look at multiple reports** to inform any changes to their learning model for the start of the school year or to make any changes during the year.

Regional schools and others that draw from multiple cities/towns: We will issue additional guidance that points you to the appropriate data to view for your context.

Description	QTY/FTE	Unit $	Amount	SC Budget	Capital	Municipal CARES Funds	CvRF Reopening Funds
Instruction & Administration							
Learning Community at the Ottoson	4.00	65,000.00	260,000.00	173,333.00	0.00	0.00	86,667.00
Learning Community at the Gibbs	4.00	65,000.00	260,000.00	173,333.00	0.00	0.00	86,667.00
Building Substitute Teachers	50.00	20,000.00	1,000,000.00	666,667.00	0.00	0.00	333,333.00
2nd Grade Teacher at Stratton	1.00	65,000.00	65,000.00	43,333.00	0.00	0.00	21,667.00
Reserve Teaching Positions	TBD	65,000.00	TBD	0.00	0.00	0.00	0.00
Administrative & Instruction Planning	1.00	175,000.00	175,000.00	0.00	0.00	0.00	175,000.00
Long Term Substitutes to cover COVID related LOA	TBD	TBD	TBD	0.00	0.00		0.00
Instruction & Administration, Subtotal			**1,760,000.00**	**1,056,666.00**	**0.00**	**0.00**	**703,334.00**
Facilities							
Custodian(s) and Cleaning Needs (12,342 Hours)	1.00	308,550.00	218,550.00	145,700.00	0.00	0.00	72,850.00
CUSTODIAL FTE	2.00	45,000.00	90,000.00	60,000.00	0.00	0.00	30,000.00
Custodial Training	1.00	1,500.00	1,500.00	0.00	0.00	0.00	1,500.00
Additional Cleaning Supplies & Equipment	1.00	180,000.00	180,000.00	0.00	0.00	0.00	180,000.00
Plexiglass Shields and Countertop Shields	1.00	13,000.00	13,000.00	0.00	0.00	0.00	13,000.00
Sanitizing Stations	1.00	13,250.00	13,250.00	0.00	0.00	0.00	13,250.00
HVAC Man hours	1.00	4,200.00	4,200.00	0.00	0.00	0.00	4,200.00
Ventilation Contractors & Engineer Expenses	1.00	20,000.00	20,000.00	0.00	0.00	20,000.00	0.00
Increased utilities from additional energy consumption	1.00	TBD	TBD	0.00	0.00	0.00	TBD
Parmenter School Portable HEPPA units	1.00	9,860.20	9,860.20	0.00	0.00	0.00	9,860.20
8 Tents for outdoor instruction spaces	1.00	30,990.40	30,990.40	0.00	0.00	0.00	30,990.40
Dallin School - Dividers	8.00	569.21	4,553.65	0.00	0.00	0.00	4,553.65
Interior and Exterior Decals	1.00	5,000.00	5,000.00	0.00	0.00	0.00	5,000.00
Facilities, Subtotal			**590,904.25**	**205,700.00**	**0.00**	**20,000.00**	**365,204.25**
Technology							
Chromebooks for Students	1.00	430,000.00	430,000.00	0.00	106,000.00	200,931.43	123,068.57
Macbooks for Staff to work remote	1.00	48,950.00	48,950.00	0.00	0.00	0.00	48,950.00
iPads for Students	1.00	294,000.00	294,000.00	0.00	294,000.00	0.00	0.00
Cameras for Remote Instruction	550.00	TBD	TBD	0.00	0.00	0.00	TBD

Description	QTY/FTE	Unit $	Amount	SC Budget	Capital	Municipal CARES Funds	CvRF Reopening Funds
Zoom Edu 1000 Software	1.00	32,600.00	32,600.00	0.00	0.00	0.00	32,600.00
Technology, Subtotal			**805,550.00**	**0.00**	**400,000.00**	**200,931.43**	**204,618.57**
Additional Bus Monitor	1.00	20,000.00	20,000.00	13,333.00	0.00	0.00	6,667.00
Transportation, Subtotal			**20,000.00**	**13,333.00**	**0.00**	**0.00**	**6,667.00**
Other Expenses							
Dallin Nurse	1.00	65,000.00	65,000.00	43,333.00	0.00	0.00	21,667.00
Brackett Nurse	1.00	65,000.00	65,000.00	43,333.00	0.00	0.00	21,667.00
Districtwide Nurse	1.00	65,000.00	65,000.00	43,333.00	0.00	0.00	21,667.00
MTRS (9% required for Teachers salary in federal grants)			23,400.18	0.00			23,400.18
Total			**3,394,854.43**	**1,405,698.00**	**400,000.00**	**220,931.43**	**1,368,225.00**
Available Budget			**4,725,691.38**	**1,368,309.95**	**400,000.00**	**220,931.43**	**1,368,225.00**
Remaining*			**1,330,836.95**	**(37,388.05)**	**0.00**	**0.00**	**0.00**

*If deficit shown, it is not a true deficit. The additional funds will be covered from reducing supply budgets on general fund or use of revolving funds.

School:	Hardy School					
Equipment	**Location(s) Served**	**Test**	**Current Status**	**Notes**	**Parts**	**Target Date**
ERV-1	Rms 221, 222, 122, 121, G32, G3 (Addition)	Pass	Operational	De-commission heat recovery wheel		
RTU-1	Rms 213, 114, G21	Fail	Non-operational	Exhaust Air Damper Repaired, OA/RA Actuator Needs Replacement		Aug
RTU-1A	Rms 212, 110, G20	Fail	Non-operational	Exhaust Air Damper Repaired, Motor Bearing Needs Replacement		
RTU-2	Rms 214, 215, 112, G22	Fail	Operational	Contactor and Fuses Replaced		
RTU-3	Rms 216, 217, Teacher Work Rm, 115, G26, G27	Fail	Operational	Fuses Replaced		
RTU-4	RM 209, Art, Science, 108	Fail	Non-operational	Contactor and Fuses Replaced, Need DDC Controller Replacement	Yes	Sept. 9-11
RTU-5	Café, Teachers Dining	Fail	Operational	Outside Air/Return Air Damper Repaired, Contactor and Transformer Replaced		
RTU-6	Rms 201, 202, 101, 102, G04, G05, Nurse	Fail	Non-operational	Contactor and Fuses Replaced, Need DDC Controller Replacement	Yes	Sept. 9-11
RTU-7	Library	Pass	Operational			
RTU-8	Old Computer Lab	Fail	Operational	Contactor and Fuses Replaced		
RTU-9	Rms 203, 204, 103, 104, Admin	Pass	Operational			
Exhaust Fans	Throughout Building	Fail	Non-operational	All belts replaced; EF-2 needs new motor	Ordered	

School:	Bishop School					
Equipment	**Location(s) Served**	**Test**	**Current Status**	**Notes**	**Parts**	**Target Date**
RTU-1	Library	Fail	Operational	OA/RA Damper Repaired		
RTU-2	Rms 227, 223, 224, 226	Pass	Operational			
RTU-3	Admin	Fail	Non-Operational	Cooling Compressor to be replaced	Yes	Sept. 4
AHU-1	Corridors	Pass	Operational			
AHU-2	Corridors	Pass	Operational			
AHU-3	Gym	Fail	Operational	OA/RA Damper Repaired		
AHU-4	Kitchen, Café, G07A	Pass	Operational			
HVAC-1	Nurse, Lounger, 202, 204, 215, 216, 219	Fail	Operational	Damper Actuator Replaced		
UV-G11	See Unit Ventilator Equipment #	Pass	Operational			
UV-G12	See Unit Ventilator Equipment #	Pass	Operational			
UV-G13	See Unit Ventilator Equipment #	Pass	Operational			
UV-105	See Unit Ventilator Equipment #	Pass	Operational			
UV-105A	See Unit Ventilator Equipment #	Fail	Operational	OA/RA Damper Replaced		
UV-106	See Unit Ventilator Equipment #	Pass	Operational			
UV-107	See Unit Ventilator Equipment #	Pass	Operational			
UV-108	See Unit Ventilator Equipment #	Pass	Operational			
UV-112	See Unit Ventilator Equipment #	Fail	Operational	OA/RA Damper Replaced		
UV-113	See Unit Ventilator Equipment #	Fail	Operational	Unit Not Responding To BAS Commands		
UV-114	See Unit Ventilator Equipment #	Fail	Operational	OA/RA Damper Replaced		
UV-115	See Unit Ventilator Equipment #	Pass	Operational			
UV-205	See Unit Ventilator Equipment #	Fail	Operational	Face/Bypass Damper Replaced		
UV-205A	See Unit Ventilator Equipment #	Fail	Operational	Face/Bypass Damper Replaced		
UV-206	See Unit Ventilator Equipment #	Pass	Operational			
UV-207	See Unit Ventilator Equipment #	Pass	Operational			
UV-208	See Unit Ventilator Equipment #	Pass	Operational			
UV-211	See Unit Ventilator Equipment #	Fail	Operational	Face/Bypass Damper Replaced		
UV-212	See Unit Ventilator Equipment #	Pass	Operational			
UV-213	See Unit Ventilator Equipment #	Pass	Operational			
UV-214	See Unit Ventilator Equipment #	Pass	Operational			
UV-225	See Unit Ventilator Equipment #	Pass	Operational			
UV-228	See Unit Ventilator Equipment #	Fail	Operational	Unit Had No Power - Connections tightened		
Exhaust Fans	Throughout Building	Pass	Operational	All Belts Replaced		

School:	Brackett School					
Equipment	**Location(s) Served**	**Test**	**Current Status**	**Notes**	**Parts**	**Target Date**
RTU-1	Rms 301, 302, 303, 304, 305, 306, 309, 310, 206, Kitchen, Café, 109	Pass	Operational			
RTU-2	Admin, Nurse, 125, 126, Library, 201	Fail	Operational	OA/RA Damper Replaced		
RTU-3	Rms 312, 315, 321, 322, 323, 324, 325, 211, 213, 215, 220, 221, 222, 223,224,130,131,132,135,136	Fail	Operational	Face/Bypass Damper Replaced		
RTU-4	Gym	Fail	Operational	OA/RA Damper Replaced; Wiring Issue Corrected; BAS Programming Corrected		
Exhaust Fans	Throughout Building	Fail	Operational	EF-2 Rotation Reversed; All Belts Replaced		

School:	Peirce School					
Equipment	Location(s) Served	Test	Current Status	Notes	Parts	Target Date
RAC-1	Admin, Nurse	Pass	Operational			
RAC-2	Library	Pass	Operational			
RAC-3	Café	Fail	Non-Operational	Need Relay/Overload, Enthalpy Control, Damper Gear	Ordered	
AHU 1 & 2	Gym	Pass	Operational			
Music Rm	See Unit Ventilator Equipment #	Fail	Operational	Outside Air/Return Air Damper	Yes	
115	See Unit Ventilator Equipment #	Pass	Operational			
118	See Unit Ventilator Equipment #	Fail	Operational	OA/RA Damper	Yes	
121	See Unit Ventilator Equipment #	Fail	Operational	OA/RA Damper	Yes	
Comp Rm	See Unit Ventilator Equipment #	Pass	Operational			
126	See Unit Ventilator Equipment #	Fail	Operational	OA/RA Damper	Yes	
201	See Unit Ventilator Equipment #	Pass	Operational			
203	See Unit Ventilator Equipment #	Fail	Operational	OA/RA Damper	Yes	
209	See Unit Ventilator Equipment #	Pass	Operational			
211	See Unit Ventilator Equipment #	Fail	Operational	OA/RA Damper	Yes	
212	See Unit Ventilator Equipment #	Fail	Operational	Fan Motor	Yes	
214	See Unit Ventilator Equipment #	Fail	Operational	OA/RA Damper, Fan Motor	Yes	
Science 1	See Unit Ventilator Equipment #	Pass	Operational			
Science 2	See Unit Ventilator Equipment #	Fail	Operational	OA/RA Damper	Yes	
Science 3	See Unit Ventilator Equipment #	Pass	Operational			
222	See Unit Ventilator Equipment #	Fail	Operational	OA/RA Damper	Yes	
223	See Unit Ventilator Equipment #	Fail	Operational	OA/RA Damper	Yes	
219	See Unit Ventilator Equipment #	Pass	Operational			
218	See Unit Ventilator Equipment #	Pass	Operational			
217	See Unit Ventilator Equipment #	Fail	Operational	OA/RA Damper, Fan Motor	Yes	
301	See Unit Ventilator Equipment #	Pass	Operational			
303	See Unit Ventilator Equipment #	Fail	Operational	Face/Bypass Damper	Yes	
309	See Unit Ventilator Equipment #	Pass	Operational			
311	See Unit Ventilator Equipment #	Pass	Operational			
312	See Unit Ventilator Equipment #	Pass	Operational			
314	See Unit Ventilator Equipment #	Fail	Operational	OA/RA Damper	Yes	
Art 1	See Unit Ventilator Equipment #	Fail	Operational	OA/RA Damper, Face/Bypass Damper, Fan Motor	Yes	
Art 2	See Unit Ventilator Equipment #	Pass	Operational	Face/Bypass Damper, Fan Motor	Yes	
Art 3	See Unit Ventilator Equipment #	Pass	Operational			
323	See Unit Ventilator Equipment #	Fail	Operational	OA/RA Damper	Yes	
322	See Unit Ventilator Equipment #	Fail	Operational	OA/RA Damper	Yes	
319	See Unit Ventilator Equipment #	Pass	Operational			
318	See Unit Ventilator Equipment #	Pass	Operational			
317	See Unit Ventilator Equipment #	Fail	Operational	Fan Motor	Yes	
Exhaust Fans	Throughout Building	Fail	Non-Operational	All belts replaced; locate controls for upper roof fans		

School:	Stratton					
Equipment	**Location(s) Served**	**Test**	**Current Status**	**Notes**	**Parts**	**Target Date**
MUA-1	Kitchen	Pass	Operational			
AHU-1	Gym	Pass	Operational			
AHU-2	Café	Pass	Operational			
AHU-3	Café	Pass	Operational			
Rm. 101	See Unit Ventilator Equipment #	Pass	Operational			
Rm. 102	See Unit Ventilator Equipment #	Pass	Operational			
Rm. 103	See Unit Ventilator Equipment #	Pass	Operational			
Rm. 104	See Unit Ventilator Equipment #	Pass	Operational			
Rm. 105	See Unit Ventilator Equipment #	Fail	Operational	Fan Motor		
Rm. 106	See Unit Ventilator Equipment #	Pass	Operational			
Rm. 107	See Unit Ventilator Equipment #	Pass	Operational			
Rm. 108A	See Unit Ventilator Equipment #	Pass	Operational			
Rm. 109	See Unit Ventilator Equipment #	Pass	Operational			
Rm. 110	See Unit Ventilator Equipment #	Fail	Operational	Fan Motor		
Rm. 111	See Unit Ventilator Equipment #	Pass	Operational			
Rm. 112	See Unit Ventilator Equipment #	Pass	Operational			
Rm. 113	See Unit Ventilator Equipment #	Pass	Operational			
Rm. 114	See Unit Ventilator Equipment #	Fail	Operational	Fan Motor		
Rm. 117	See Unit Ventilator Equipment #	Pass	Operational			
Rm. 10	See Unit Ventilator Equipment #	Pass	Operational			
Rm. 11	See Unit Ventilator Equipment #	Pass	Operational			
Rm. 12	See Unit Ventilator Equipment #	Pass	Operational			
Rm. 14	See Unit Ventilator Equipment #	Fail	Operational	Fan Motor		
Rm. 15	See Unit Ventilator Equipment #	Pass	Operational			
Rm. 16	See Unit Ventilator Equipment #	Pass	Operational			
Rm. 17	See Unit Ventilator Equipment #	Pass	Operational			
Rm. 18	See Unit Ventilator Equipment #	Pass	Operational			
Rm. 20	See Unit Ventilator Equipment #	Pass	Operational			
Rm. 21	See Unit Ventilator Equipment #	Pass	Operational			
Media Ctr	See Unit Ventilator Equipment #	Pass	Operational			
Media Ctr	See Unit Ventilator Equipment #	Pass	Operational			
Media Ctr	See Unit Ventilator Equipment #	Pass	Operational			
Media Ctr	See Unit Ventilator Equipment #	Pass	Operational			

School:	Stratton					
Equipment	**Location(s) Served**	**Test**	**Current Status**	**Notes**	**Parts**	**Target Date**
124	Front Lobby (Admin, Nurse, Conf Rms)	Pass	Operational			
125	Front Lobby (Admin, Nurse, Conf Rms)	Pass	Operational			
126	Front Lobby (Admin, Nurse, Conf Rms)	Pass	Operational			
Lounge	Front Lobby (Admin, Nurse, Conf Rms)	Pass	Operational			
127	Front Lobby (Admin, Nurse, Conf Rms)	Pass	Operational			
128	Front Lobby (Admin, Nurse, Conf Rms)	Pass	Operational			
Exhaust Fans	Throughout Building	Pass	Operational	All belts replaced		

School:	Dallin School					
Equipment	Location(s) Served	Test	Current Status	Notes	Parts	Target Date
MAU 1	Kitchen	Fail	Non-Operational	Supply Fan Fuses Replaced; Check Motor Bearing; Need JCI Damper Actuator	Aug. 28	Aug. 28
RAC 1	Café	Pass	Operational			
RAC 2	Admin, Nurse	Pass	Operational			
RAC 3	Library	Pass	Operational			
AHU 1 & 2	Gym	Pass	Operational			
AHU 3	Storage	Fail	Operational	Outside Air Actuator Replaced		
AHU 4	1st Fl Corridors	Fail	Operational	Outside Air Actuator Replaced		
AHU 5	2nd Fl Corridors	Pass	Operational			
AHU 6	Front Lobby	Pass	Operational			
FC 1	Lounge	Pass	Operational			
FC 2	Counseling	Pass	Operational			
UV1	114	Pass	Operational			
UV2	112	Pass	Operational			
UV3	158	Pass	Operational			
UV4	157	Pass	Operational			
UV5	156	Pass	Operational			
UV6	155	Fail	Operational	Damper actuator linkage tightened		
UV7	149	Pass	Operational			
UV8	147	Pass	Operational			
UV9	142	Pass	Operational			
UV10	133	Pass	Operational			
UV11	132	Pass	Operational			
UV12	131	Fail	Operational	Controller re-mapped to BAS		
UV13	211	Fail	Non-Operational	Replace fasteners on Face/Bypass Damper	Yes	Aug. 28
UV14	209	Pass	Operational			
UV15	229	Pass	Operational			
UV16	228	Fail	Non-Operational	Debris in fan; Fan control not operational		Aug. 28
UV17	227	Pass	Operational			
UV18	226	Pass	Operational			
UV19	225	Fail	Non-Operational	Fan rubbing against cover	N/A	Aug. 28
UV20	224	Pass	Operational			
UV21	223	Pass	Operational			
UV22	221	Pass	Operational			
UV23	214	Pass	Operational			
UV24	213	Pass	Operational			
UV25	212	Fail	Operational			
UV26	208	Fail	Operational	Controller re-mapped to BAS		
UV27	207	Fail	Operational	Controller re-mapped to BAS		
UV28	222	Fail	Operational			
UV29	206	Pass	Operational			
Exhaust Fans	Throughout Building	Fail	Non-Operational	All belts replaced; EF10 (Gym) Needs new RIB Relay	Yes	Sept. 3

School:	Thompson School					
Equipment	**Location(s) Served**	**Test**	**Current Status**	**Notes**	**Parts**	**Target Date**
AHU 1	Gym, Gym office, Custodial, Music	Pass	Operational			
MAU 1	Kitchen	Pass	Operational			
ERV 1	Admin, Library	Fail	Operational	Energy Recovery Wheel Out of Service		
HV 1	Café	Pass	Operational			
HRU	All Classrooms	Pass	Operational			
ERV 2	(Addition) A100, A101, A102, A202, A203, A301, A302, A303	Pass	Operational			
Exhaust Fans	Throughout Building	Pass	Operational	All belts replaced		

School: **Gibbs Middle School**

Equipment	Location(s) Served	Test	Current Status	Notes	Parts	Target Date
RTU 1	Auditorium	Pass	Operational			
RTU 2	Media Center	Pass	Operational			
RTU 3	Café	Pass	Operational			
ERU 1	North Classrooms	Pass	Operational			
ERU 2	South Classrooms	Pass	Operational			
ERU 3	Art, Admin	Pass	Operational			
ERU 4	Media Center	Pass	Operational			
HV 1 & 2	Gym	Pass	Operational			
HV 3	Kitchen	Pass	Operational			
HV 4	Kiln Room	Pass	Operational			
Exhaust Fans	Throughout Building	Pass	Operational			

School:	Ottoson Middle School					
Equipment	Location(s) Served	Test	Current Status	Notes	Parts	Target Date
RTU 1	Rms 101, 102, 103, GF Lobby, 215, 317, 319, 321	Pass	Operational	PVC trap		
RTU 2	Café	Pass	Operational	Stage 2 Cooling Issue; fault showing		TBD
RTU 3	Kitchen	Pass	Operational			
RTU 4	Admin, Guidance, Nurse, FF Lobby	Pass	Operational			
RTU 5	AV Studio	Fail	Non-Operational	Need Blower Motor	Yes	Aug. 31
RTU 6	Reading Room and 223	Pass	Operational	PVC trap		
RTU 7	Book Room	Fail	Non-Operational	Need Transformer/Control Board; need screen	Yes	Aug. 31
RTU 8	Resource Room	Pass	Operational			
RTU 9	Copy Room, 225	Pass	Operational	Need Screen, PVC trap		
RTU 10	Media Center	Pass	Operational			
HV 1	Blue Gym	Fail	Operational	Supply Fan		
HV 2	Blue Gym	Pass	Operational			
HV 3	Blue Gym	Pass	Operational			
HV 4	Locker Room 1	Pass	Operational			
HV 5	Rms 226, 228	Fail	Operational	Exhaust Fan		
HV 6	Wood Gym	Fail	Operational	New Belts		
HV 7	Wood Gym	Fail	Operational	T-Stat		
HV 8	Locker Room 2	Pass	Operational			
MCUV1	Media Center	Fail	Operational	DX cooling failed, heat/ventilation operational	Ordered	Sept. 17-18
MCUV2	Media Center	Pass	Operational			
202	See Unit Ventilator ID	Pass	Operational			
203	See Unit Ventilator ID	Pass	Operational			
204	See Unit Ventilator ID	Pass	Operational			
205	See Unit Ventilator ID	Pass	Operational			
206	See Unit Ventilator ID	Pass	Operational			
207	See Unit Ventilator ID	Pass	Operational			
208	See Unit Ventilator ID	Pass	Operational			
209	See Unit Ventilator ID	Pass	Operational			
210	See Unit Ventilator ID	Pass	Operational			
211	See Unit Ventilator ID	Pass	Operational			
212	See Unit Ventilator ID	Pass	Operational			
213	See Unit Ventilator ID	Pass	Operational			
214	See Unit Ventilator ID	Pass	Operational			
227	See Unit Ventilator ID	Pass	Operational			
230	See Unit Ventilator ID	Pass	Operational			
232	See Unit Ventilator ID	Pass	Operational			
233	See Unit Ventilator ID	Pass	Operational			
235	See Unit Ventilator ID	Pass	Operational			
237	See Unit Ventilator ID	Pass	Operational			
239	See Unit Ventilator ID	Pass	Operational			
241	See Unit Ventilator ID	Pass	Operational			
302	See Unit Ventilator ID	Pass	Operational			
303	See Unit Ventilator ID	Pass	Operational			
304	See Unit Ventilator ID	Pass	Operational			
305	See Unit Ventilator ID	Pass	Operational			
306	See Unit Ventilator ID	Pass	Operational			
307	See Unit Ventilator ID	Pass	Operational			
308	See Unit Ventilator ID	Pass	Operational			
309	See Unit Ventilator ID	Pass	Operational			
310	See Unit Ventilator ID	Pass	Operational			
311	See Unit Ventilator ID	Pass	Operational			
312	See Unit Ventilator ID	Pass	Operational			
313	See Unit Ventilator ID	Pass	Operational			
314	See Unit Ventilator ID	Pass	Operational			
322	See Unit Ventilator ID	Pass	Operational			
323	See Unit Ventilator ID	Pass	Operational			

School:	Ottoson Middle School						
Equipment	Location(s) Served	Test	Current Status	Notes		Parts	Target Date
324	See Unit Ventilator ID	Pass	Operational				
325	See Unit Ventilator ID	Pass	Operational				
326	See Unit Ventilator ID	Pass	Operational				
331	See Unit Ventilator ID	Pass	Operational				
332	See Unit Ventilator ID	Pass	Operational				
333	See Unit Ventilator ID	Pass	Operational				
334	See Unit Ventilator ID	Fail	Non-Operational	No Supply Air at Unit; Leak not identified			TBD
335	See Unit Ventilator ID	Fail	Non-Operational	Fan Motor		Yes	Aug. 31
336	See Unit Ventilator ID	Pass	Operational				
337	See Unit Ventilator ID	Pass	Operational				
339	See Unit Ventilator ID	Pass	Operational				
340	See Unit Ventilator ID	Pass	Operational				
342	See Unit Ventilator ID	Pass	Operational				
355	See Unit Ventilator ID	Fail	Operational	OA/RA Damper Repaired			
356	See Unit Ventilator ID	Pass	Operational				
357	See Unit Ventilator ID	Fail	Non-Operational	Controls not Operational			TBD
358	See Unit Ventilator ID	Pass	Operational				
440	See Unit Ventilator ID	Fail	Operational	Replace Switch; Air line connections repaired			
441	See Unit Ventilator ID	Pass	Operational				
442	See Unit Ventilator ID	Pass	Operational				
443	See Unit Ventilator ID	Pass	Operational				
444	See Unit Ventilator ID	Pass	Operational				
445	See Unit Ventilator ID	Pass	Operational				
446	See Unit Ventilator ID	Pass	Operational				
447	See Unit Ventilator ID	Pass	Operational				
448	See Unit Ventilator ID	Fail	Operational	Air Leak under unit repaired			
449	See Unit Ventilator ID	Pass	Operational				
452	See Unit Ventilator ID	Pass	Operational				
455	See Unit Ventilator ID	Pass	Operational				
456	See Unit Ventilator ID	Pass	Operational				
457	See Unit Ventilator ID	Pass	Operational				
458	See Unit Ventilator ID	Pass	Operational				
Exhaust Fans	Throughout Building	Fail	Operational	24 Total: EFs 1, 6, 14 rebuilt; EF 4 new motor; 6 tripped starters			

*Identfied and repaired numerous pneumatic air leaks in system
*Replace Classroom Thermostats Throughout

School:	Arlington High School					
Equipment	**Location(s) Served**	**Test**	**Current Status**	**Notes**	**Parts**	**Target Date**
DHD	Downs House Deans Office	Pass	Operational			
230	See Equipment #	Fail	Non-Operational	Replace freeze-stat and power connections	Yes	Sept. 8
231	See Equipment #	Pass	Operational			
232	See Equipment #	Pass	Operational			
233	See Equipment #	Pass	Operational			
234	See Equipment #	Pass	Operational			
236	See Equipment #	Pass	Operational			
332	See Equipment #	Pass	Operational			
333	See Equipment #	Pass	Operational			
334	See Equipment #	Pass	Operational			
335	See Equipment #	Fail	Non-Operational	Motor rotation reversed		TBD
336	See Equipment #	Pass	Operational			
337	See Equipment #	Fail	Non-Operational	Control Arm Broken	Yes	Sept. 8
339	See Equipment #	Fail	Non-Operational	Wheels Scraping; replace set screws	Yes	TBD
TC	Teacher's Care 3rd Fl	Fail	Non-Operational	Replace all retention pins	Yes	Sept. 8
430	See Equipment #	Fail	Operational	Consider replacing power head on steam valve		
431	See Equipment #	Pass	Operational			
432	See Equipment #	Pass	Operational			
433	See Equipment #	Fail	Operational	Service steam valve	Yes	
434	See Equipment #	Pass	Operational			
436	See Equipment #	Pass	Operational			
438	See Equipment #	Pass	Operational			
SL	Stem Lab 4th	Pass	Operational			
201	See Equipment #	Fail	Non-Operational	Needs Face/Bypass Actuator		Sept. 8
202	See Equipment #	Pass	Operational			
204	See Equipment #	Pass	Operational			
206	See Equipment #	Fail	Non-Operational	Reverse Face/Bypass Damper Linkage	N/A	Sept. 8
208	See Equipment #	Pass	Operational			
104	See Equipment #	Fail	Operational	EP Switch		
RTU1 (4 North)	Collumb House 3rd Floor	Fail	Non-Operational	Exhaust Fan, Dampers Pinned, Need Actuator		
RTU2 (4 South)	Collumb House 4th Floor	Pass	Operational			
RTU3 (6 East)	Fusco 3rd, 4th, 5th West	Fail	Non-Operational	Need disconnect; Outside Air Damper Needs Repair		Sept. 14
RTU3 (6 Center)	Fusco 6th	Pass	Operational			
RTU3 (6 West)	Fusco 3rd, 4th,5th West	Fail	Non-Operational	Dampers Need Repair		Sept. 14

*Thermostats calibrated or replaced as each piece of equipment is evaluated

*Numerous blown fuses, lose and/or faulty wiring connections, pneumatic airleaks, frozen/baffled dampers, tripped freezestats, encountered and remedied in order to evaluate equipment; equipment all lubricated

Fall Reopening Schedules

Special School Committee Meeting
Monday August 31, 2020

Objectives

- To give an example of a remote student schedule for the hybrid plan

- To give an example of a student schedule for the remote by choice plan

- To provide a detailed schedule for the all remote Wednesday

Elementary (Remote Educator View)

8:10-8:30 Getting Ready for the Day-Educators in Art, Music, PE, and Library will begin by taking the class attendance and leading the students in a greeting and sharing. If there's time, a quick activity to promote SEL best practices could follow. Paras may also do this, while classroom teachers are with in person students.

8:30 1st Period-The educator stays with the class and moves into Art, Music, PE, or Library. The session is synchronous and will last 40 minutes. Students do not need to be on the screen the entire length of the period. They may be given directions, then complete work on an independent activity, then return to the group to share. The teacher may work more closely with a small group during the independent work time.

9:10 Screen Break-There will typically be ten minutes built in between classes to have time to switch gears.

9:20 2nd Period-These are the periods for Art, Music, PE, and Library which will be primarily on remote learning days in the hybrid model. These classes will by synchronous.

10:10 3rd Period

11:00 4th Period

11:40 Prep Period

12:20 Lunch

1:00 5th Period-Educators will take attendance during each session to monitor attendance throughout the day.

1:10 6th Period

2:00 7th Period-One period of the day will be 30 minutes for kindergarten Art, Music, PE, and Library.

Elementary (Remote Educator View)

Other considerations for the Educators on remote days in the hybrid schedule:

- Classroom teachers will not typically be available on these days. Before leaving on in person hybrid days, students will be prepared for the at home days and will bring materials home with them.
- Students may also connect with other educators during remote days. This may include math or reading intervention, or a check-in with a paraprofessional.
- PE teachers will also be creating some recorded sessions for students to access on early release days for educators in order to have two days of PE in the week.
- Students from the Remote Academy may join the students in the hybrid learning model for Art, Music, PE, or Library on these remote learning days.

Remote Day in the Hybrid Schedule (student view)

8:10 Getting Ready for the Day-Students will sign on and be greeted and welcomed to the day. Attendance will be taken. The adult may be an Art, Music, PE, or Library teacher, or may be a para or another educator from the building. The adult will be consistent and familiar to the students.
8:30 1st Period-This may be Art, Music, PE, or Library.
9:10 Screen Break-There will typically be ten minutes built in between classes for screen breaks and movement. Not all learning activities will require the students to be on a screen.
9:20 2nd Period-Math Block/Asynchronous lesson Academic lessons will be recorded by district coaches and other educators. Some lessons may be recorded by classroom teachers. Recorded lessons will provide flexibility for families to create their own schedules.
10:00 Snack and Movement break
10:10 3rd Period-Instrumental Music Lesson (optional-grade level by day for grades 3-5) OR independent practice on approved digital platform (for example, Keyboarding Without Tears)
10:50 4th Period-ELA block/Asynchronous Lesson May be work brought home from school.
11:40 LUNCH and MOVEMENT
12:20 Quiet Time/Independent Reading or Practice/Choice Activity
1:00 5th Period-Social Studies/Science (may be experiential activity off of the screen)
1:50 6th Period-Afternoon attendance will be taken at all Art, Music, PE, or Library classes. 2 per day.
2:30 End of Day

Remote Day in the Hybrid Schedule (student view)

Other considerations for the Students on remote days in the hybrid schedule:
- For students who require it, services may take place remotely on these days for math or reading.
- Students will be required to submit assignments through Google Classroom.
- Kindergarten periods will be 30 minutes in length.
- Students will bring required materials home with them from school to use on remote days of learning.
- Students will not typically have Art, Music, PE, or Library on in person learning days in the hybrid model.
- All Art, Music, PE, and Library classes, as well as instrumental music classes and digital literacy, will be taught remotely.
- Students who attend school in person for 4 days will be given the opportunity to participate in Art, Music, PE, and Library remotely but from school.

On EARLY RELEASE DAYS:
- Students will all work remotely on Wednesdays.
- Classroom teachers and other educators will work with students synchronously in the morning on these days.
- In the afternoon, students will be given asynchronous work to complete, which may be a recorded PE class, for example.
- Lunch will be made available for students on remote days.

Kindergarten Schedule (Hybrid Model) (L) Live - (A) Asynchronous

	Monday	Tuesday	Wednesday	Thursday	Friday
	In-Person	**In-Person**	**Remote and Early Release 1:00 PM**	**Virtually at home**	**Virtually at home**
8:10 AM	Arrival/ Handwashing	Arrival Handwashing Morning Meeting	8:30-9:00 Morning Meeting	Getting ready for the day	Getting ready for the day
8:30 AM	Morning Meeting	Morning Meeting	9:15-9:45 Academic Block	8:30 Morning Meeting *(L)*	8:30 Morning Meeting *(L)*
9:00 AM	Mask Break Snack break	Mask Break Snack break	9:45-10:00 Offline Break	Screen & Snack break	Screen & Snack break
9:15 AM	Academic Block: (Literacy/Math) With Rotations	Academic Block: (Literacy/Math) With Rotations	10:15-11:15 Asynchronous Learning Activities	Academic Block: (Literacy/Math) Independent work *(A/L)*	Academic Block: (Literacy/Math) Independent work *(A/L)*
11:45 AM	Movement break Handwashing	Movement break Handwashing		Movement break	Movement break
12:00 PM	Mask Break Lunch/recess Handwashing	Mask Break Lunch/recess Handwashing	11:20-12:00 Lunch 12:00-12:40 Specials	Lunch/play	Lunch/play
12:40 PM	Science/ Social Studies	Science/ Social Studies		Science/ Social Studies *(A)*	Science/ Social Studies *(A)*
1:20 PM	Specials *(A/L)*	Specials *(A/L)*	12:40-1:00 *student check-ins, as needed	Specials *(A/L)*	Specials *(A/L)*
2:00 PM	Mask Break Handwashing Closing Meeting/ End of Day	Mask Break Handwashing Closing Meeting/ End of Day		Mask Break Handwashing Closing Meeting/ End of Day	Mask Break Handwashing Closing Meeting/ End of Day
2:30 PM	Dismissal	Dismissal		Daily Checkout	Daily Checkout

Grades 2-5 Hybrid Schedule (L) Live, (A), Asynchronous

	Monday	Tuesday	Wednesday		Thursday	Friday
	In-Person *(L)*	**In-Person** *(L)*	**Remote and early Release at 1:00 PM**		**Virtually at home**	**Virtually at home**
8:10 AM	Arrival/ Handwashing	Arrival/ Handwashing	Getting ready for the day	8:10 AM	Getting ready for the day	Getting ready for the day
8:30 AM	Morning Meeting	Morning Meeting	**8:30 AM** Morning Meeting	8:30 AM	Morning Meeting *(L)*	Morning Meeting *(L)*
9:00 AM	Academic Block: (Literacy/Math)	Academic Block: (Literacy/Math)	**9:00 AM** Academic Block	9:00 AM	Academic Block *(A):* (Literacy/Math)	Academic Block *(A):* (Literacy/Math)
9:40 AM	Snack/ Movement/ Mask break/ Handwashing	Snack/ Movement/ Mask break/ Handwashing	**9:45 AM** Offline Break	9:45 AM	Screen Break/Snack	Screen Break/Snack

10:00 AM ▾	Academic Block	Academic Block	**10:00 AM** Academic Block	**10:00 AM**	Academic Block *(A/L)*	Academic Block *(A/L)*
10:40 AM	Movement /Mask break/ Handwashing	Movement/ Mask break/ Handwashing	**10:40 AM** Offline Break	**10:45 AM**	Screen Break/Movement	Screen Break/Movement
11:00 AM	Class Meeting	Class Meeting	**11:00 AM** Specials	**11:00 AM**	Class Meeting *(L)*	Class Meeting *(L)*
11:15 AM	Academic Block	Academic Block	**11:45 AM** Lunch	**11:15 AM**	Academic Block - *Choice/Menu Activities* *(A/L)*	Academic Block - *Choice/Menu Activities* *(A/L)*
11:45 AM	Lunch/Recess/ Handwashing	Lunch/Recess/ Handwashing	**12:15 PM** Academic Block	**11:45 AM**	Lunch/Play/ Screen Break	Lunch/Play/ Screen Break
12:30 PM	Specials	Specials	**12:45 PM** Closing Circle/Dismissal	**12:30 PM**	Specials *(A/L)*	Specials *(A/L)*
1:15 PM	Academic Block	Academic Block		**1:15 PM**	Academic Block - *Choice/Menu Activities (A)*	Academic Block - *Choice/Menu Activities (A)*
2:00 PM	Closing Meeting	Closing Meeting		**2:00 PM**	Closing Circle - (L)	Closing Circle - (L)
2:15 - 2:30 PM	Handwashing Dismissal	Handwashing Dismissal				

Remote Schedules

First Grade Schedule (Fully Remote Learning)

Time	Monday - Friday
8:15 AM	**Getting ready for the day** - *Teacher is welcoming students* - *Materials are listed for the AM*
8:30 AM	**Morning Meeting** - *Community Building, self regulation activities and movement breaks*
9:00 AM	**ELA Block 1** - *Phonics, Readers, or Writers Workshop*
9:30 AM	Screen Break/Snack
9:45 AM	**ELA Block 2** - *Phonics, Readers, or Writers Workshop*
10:15 AM	Screen Break
10:30 AM	**Math Block** - *whole group, small group, opportunity for off screen math practice and games*
11:30 PM	Lunch/Play/Screen Break
12:15 PM	**Class Meeting**
12:30 PM	**Specials**
1:15 PM	**ELA Block 3** - *Phonics, Readers, or Writers Workshop*
1:45 PM	**Social Studies/Science Block**
2:15 PM	**Closing Meeting**

Grades 2-5 Remote Schedule

Time	Monday - Friday minutes breakdown
8:15 AM	**Getting Ready for the Day**
8:30 AM	**Morning Meeting** **30 minute synchronous meeting** greeting, sharing, activity, review goals for day
9:00 AM	**Academic Block** 30 minute synchronous mini-lesson 45 minute small group instruction or teacher directed practice
10:15 AM	**Snack and movement break**
10:30 AM	**Academic Block** 30 minute synchronous mini-lesson 30 minute small group instruction or teacher directed practice
11:30 AM	**Social Break** SEL activity
11:45 PM	**Academic Block** Asynchronous/Synchronous mini-lesson and practice Direct Instruction/ Independent Activity/Small Group
12:20 PM	**Lunch Break**
1:00 PM	**Specials**
1:40 PM	**Academic Block** Asynchronous/Synchronous mini-lesson and practice Direct Instruction/ Independent Activity/Small Group
2:20 PM	**Closing Circle** 10 minute synchronous class meeting Review homework, reflect on the day, wrap up
2:30 PM	**Exit System/Checkout**

Wednesday Schedule would mirror Hybrid Schedule

Gibbs

(The Gibbs schedules are in the process of being revised. A new schedule will be shared with parents at a later date.)

Student Hybrid Schedule for *In School Session Days & Remote Days*

In the Asynchronous days of the Hybrid program, students will mostly work on their own following instructions posted on Google classroom by their teachers; however, we will also offer some opportunities for a few synchronous classes during those times.

8:30	Advisory	Advisory	Advisory	Advisory	Advisory		**Wednesday**	
	Monday Live	Tuesday Live	Wednesday Synchronous	Thursday Asynchronous	Friday Asynchronous		Advisory	8:30-8:50
8:50/ Pd 1	Science	Science	20 mins	Science	Science		Science	9:00-9:20
9:40/ Pd 2	ART	ART		ART	ART		ART	9:25-9:45
10:28/ Pd 3	Spanish	PE		Spanish	PE		Spanish	9:50-10:10
11:16/ Pd 4	Math	Math		Math	Math		Math	10:15-10:35
Lunch 11:16-11:41 11:43-12:08 12:10-12:35								
12:37/ Pd 5	ELA	ELA		ELA	ELA		ELA	10:40-11:00
1:25/ Pd 6	Anc Civ	Anc Civ		Anc Civ	Anc Civ		Anc Civ	11:05-11:25
		Math	11:45 - 2:56 Asynchronous					

Remote by Choice Schedule

The Gibbs School Remote by Choice schedule although consistently teacher facilitated will have blocks where our students will be able to work independently away from the screen. These blocks are reflected with the blue highlights.

							Wednesday	
8:30	Advisory	Advisory	Advisory	Advisory	Advisory		**Wednesday**	
	Monday	Tuesday	Wednesday	Thursday	Friday		Advisory	8:30-8:50
8:52/ Pd 1	Science	Science	20 mins	Science	Science		Science	9:00-9:20
9:40/ Pd 2	ART	ART		ART	ART		ART	9:25-9:45
10:28/ Pd 3	Spanish	PE		Spanish	PE		Spanish	9:50-10:10
3 Lunches 11:16-11;41, 11:43-12:08, 12:10-12:35								
11:16/ Pd 4	Math	Math		Math	Math		Math	10:15-10:35
12:37/ Pd 5	ELA	ELA		ELA	ELA		ELA	10:40-11:00
1:25/ Pd 6	Anc Civ	Anc Civ		Anc Civ	Anc Civ		Anc Civ	11:05-11:25
2:13/ Pd 7				ELL Support				11:30-11:45

Ottoson

Hybrid Schedule:

General Format

Schedule	In-Person Group A Monday	In-Person Group A Tuesday	Remote: Synch Everybody Wednesday	In-Person Group B Thursday	In-Person Group B Friday
8:30 - 8:40	ASPIRE	ASPIRE	ASPIRE 8:30 - 8:50	ASPIRE	ASPIRE
8:45 - 9:35	Period 1	Period 1	Period 1 8:50 - 9:15	Period 1	Period 1
9:40 - 10:30	Period 2	Period 2	Period 2 9:20 - 9:45	Period 2	Period 2
10:35 - 11:25	Period 3	Period 3	Period 3 9:50 - 10:15	Period 3	Period 3
11:30 - 12:10 (Lunch) 12:15 - 1:05 (Period 4)	Lunch + Period 4	Lunch + Period 4	Period 4 10:20 - 10:45	Lunch + Period 4	Lunch + Period 4
11:30 - 12:20 (Period 4) 12:25 - 1:05 (Lunch)	Period 4 + Lunch	Period 4 + Lunch	Period 5 10:50 - 11:15	Period 4 + Lunch	Period 4 + Lunch
1:10 - 2:00	Period 5	Period 5	Period 6 11:20 - 11:45	Period 5	Period 5
2:05 - 2:56	Period 6	Period 6	Lunch 11:50 - 12:30	Period 6	Period 6

Hybrid Schedule:

Student View

Schedule	In School Monday	In School Tuesday	Remote: Synch Everybody Wednesday	At Home Thursday	At Home Friday
8:30 - 8:40	ASPIRE	ASPIRE	ASPIRE 8:30 - 8:50	ASPIRE	ASPIRE
8:45 - 9:35	Algebra 1	Algebra 1	Algebra 8:50 - 9:15	French	French
9:40 - 10:30	Science	Science	Science 9:20 - 9:45	PE	Asynchronous Work Time
10:35 - 11:25	Art	Art	Art 9:50 - 10:15	Asynchronous Work Time	Asynchronous Work Time
11:30 - 12:10	Lunch	Lunch	WIN/ Academic Support 10:20 - 10:45	Lunch	Lunch
12:15 - 1:05	WIN/ Academic Support	WIN/ Academic Support	ELA 10:50 - 11:15	Asynchronous Work Time	Asynchronous Work Time
1:10 - 2:00	ELA	ELA	Civics 11:20 - 11:45	Computer Science	Computer Science
2:05 - 2:56	Civics	Civics	Lunch 11:50 - 12:30	Asynchronous Work Time	Asynchronous Work Time
			Wednesday PM:		
			Asynchronous Work Time		

Hybrid Schedule:

Teacher View

Schedule	In-Person Group A	In-Person Group A	Remote: Synch Everybody	In-Person Group B	In-Person Group B
Schedule	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:30 - 8:40	ASPIRE	ASPIRE	ASPIRE 8:30 - 8:50	ASPIRE	ASPIRE
8:45 - 9:35	Period 1	Period 1	Period 1 8:50 - 9:15	Period 1	Period 1
9:40 - 10:30	Period 2: PREP	Period 2: PREP	Period 2: PREP	Period 2: PREP	Period 2: PREP
10:35 - 11:25	Period 3	Period 3	Period 3 9:50 - 10:15	Period 3	Period 3
11:30 - 12:20	Period 4	Period 4	Period 4 10:20 - 10:45	Period 4	Period 4
12:25 - 1:05	Lunch	Lunch	Period 5 10:50 - 11:15	Lunch	Lunch
1:10 - 2:00	Period 5	Period 5	Period 6 11:20 - 11:45	Period 5	Period 5
2:05 - 2:56	Period 6	Period 6	Lunch 11:50 - 12:30	Period 6	Period 6
			Wednesday PM:		
			Meetings		

Remote Schedule:

General Format

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:40	ASPIRE	ASPIRE	ASPIRE 8:30 - 8:50	ASPIRE	ASPIRE
8:45 - 9:30	Period 1	Period 1	Period 1 9:00 - 9:25	Period 1	Period 1
9:35 - 10:20	Period 2	Period 2	Period 2 9:30 - 9:55	Period 2	Period 2
10:25 - 11:10	Period 3	Period 3	Period 3 10:00 - 10:25	Period 3	Period 3
11:10 - 11:40	Lunch	Lunch	Period 4 10:30 - 10:55	Lunch	Lunch
11:40 - 12:25	Period 4	Period 4	Lunch 10:55 - 11:25	Period 4	Period 4
12:30 - 1:15	Period 5	Period 5	Period 5 11:30 - 11:55	Period 5	Period 5
1:20 - 2:05	Period 6	Period 6	Period 6 12:00 - 12:25	Period 6	Period 6
2:10 - 2:56	Period 7	Period 7	Period 7 12:30 - 12:55	Period 7	Period 7

Remote Schedule:

Student View

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:40	ASPIRE	ASPIRE	ASPIRE 8:30 - 8:50	ASPIRE	ASPIRE
8:45 - 9:30	Science	Science	Science 9:00 - 9:25	Science	Science
9:35 - 10:20	Free	PE	Free 9:30 - 9:55	Free	Chorus
10:25 - 11:10	FACS	FACS	FACS 10:00 - 10:25	FACS	FACS
11:10 - 11:40	Lunch	Lunch	Period 4 10:30 - 10:55	Lunch	Lunch
11:40 - 12:25	ELA	ELA	Lunch 10:55 - 11:25	ELA	ELA
12:30 - 1:15	Algebra	Algebra	Algebra 11:30 - 11:55	Algebra	Algebra
1:20 - 2:05	Spanish	Spanish	Spanish 12:00 - 12:25	Spanish	Spanish
2:10 - 2:56	Civics	Civics	Period 7 12:30 - 12:55	Civics	Civics
Red:	Synchronous		3:00 - 3:45 Band/Orchestra		
White:	Asynchronous				

Remote Schedule:

Teacher View

Schedule	Monday	Tuesday	Wednesday*	Thursday	Friday
8:30 - 8:40	ASPIRE	ASPIRE	ASPIRE 8:30 - 8:50	ASPIRE	ASPIRE
8:45 - 9:30	Period 1 Synchronous	Period 1 Available/ small groups/individual	Period 1 9:00 - 9:25	Period 1 Synchronous	Period 1 Available/ small groups/individual
9:35 - 10:20	Period 2: PREP	Period 2: PREP	Period 2: PREP	Period 2: PREP	Period 2: PREP
10:25 - 11:10	Period 3 Available/ small groups/individual	Period 3 Synchronous	Period 3 10:00 - 10:25	Period 3 Available/ small groups/individual	Period 3 Synchronous
11:10 - 11:40	Lunch	Lunch	Period 4 10:30 - 10:55	Lunch	Lunch
11:40 - 12:25	Period 4 Synchronous	Period 4 Available/ small groups/individual	Lunch 10:55 - 11:25	Period 4 Synchronous	Period 4 Available/ small groups/individual
12:30 - 1:15	Period 5 Synchronous	Period 5 Available/ small groups/individual	Period 5 11:30 - 11:55	Period 5 Synchronous	Period 5 Available/ small groups/individual
1:20 - 2:05	Period 6: PREP	Period 6: PREP	Period 6: PREP	Period 6: PREP	Period 6: PREP
2:10 - 2:56	Period 7 Available/ small groups/individual	Period 7 Synchronous	Period 7 12:30 - 12:55	Period 7 Available/ small groups/individual	Period 7 Synchronous

*All Wednesday classes are synchronous

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AHS

Common weekly 4x4 schedule (Draft)

	Monday	Tuesday	Wednesday	Thursday	Friday
	A1 - 80' 8:30-9:50a	A1 - 80' 8:30-9:50a	PE- 45' 8:30a- PE-45' 9:15a-	A2 - 80' 8:30-9:50a	A2 - 80' 8:30-9:50a
	B1 - 80' 10:00-11:26a	B1 - 80' 10:00-11:26a	PE- 45' 10:00a- PE-45' 10:45a-	B2 - 80' 10:00-11:26a	B2 - 80' 10:00-11:26a
	Lunch - 30'	Lunch - 30'	Adv-30' 11:30a-	Lunch - 30'	Lunch - 30'
	C1 - 80' 12:06-1:26p	C1 - 80' 12:06-1:26p	X/Counseling 60' 12:00p-	C2 - 80' 12:06-1:26p	C2 - 80' 12:06-1:26p
	D1 - 80' 1:36-2:56p	D1 - 80' 1:36-2:56p	PD- 1:00p- Staff Meeting 2:30-3:45p	D2 - 80' 1:36-2:56p	D2 - 80' 1:36-2:56p

**Sample yearly
4x4 schedule**

Term 1	Term 2	Term 3	Term 4
A - English	A - English	E - History	E - History
B - Math	B - Math	F - Science	F - Science
C - Elective	C - Elective	G - World Language	G - World Language
D	D	H - Elective	H - Elective

Wednesday Schedule at AHS

X-block/Guidance **- The Xblock/Counseling hour on Wednesday is designed to allow time for a variety of community activities. The Xblock has been a valuable meeting time for a number of years and we have scheduled it in different ways to allow for a variety of activities. These include class meetings, Counseling group seminars, office hours, and club meetings. We will make a weekly schedule of meetings and priority times to allow for a number of different activities.**

Physical Education (PE) - Physical Education will be remote for all students. Students in the Phased-remote (hybrid) and All-remote program will be able to participate in most of these options. This will be a good way to help us keep students in both programs connected. PE classes will meet once per week online on Wednesday mornings and teachers will schedule check in meetings with students once per week in small groups (built around student schedules). Grade 9 will meet all year. Other classes will be 1 term.

Advisory - Advisory groups will meet remotely on Wednesdays and include students from both the Phased-remote (hybrid) and the All-remote programs in their existing groups (mixed groups for grade 9). The plan is to create video content with brief comprehension quizzes and discussion questions. We propose for this to earn one credit, graded Pass/Fail, based on attendance and supervised by an Advisory Coordinator.

As a reminder, these are the stated goals of AHS' Advisory program:
- **Create and foster connections between teachers and students**
- **provide a consistent conduit for communication with students**
- **Create and foster positive school climate and culture**

Questions/Comments

Town of Arlington, Massachusetts

7:30 p.m. Discussion and vote on Fall Sports for AHS

7:50 p.m. Future Full School Committee meeting planning, J. Morgan

8:10 p.m. Policy

Summary:
TBD

8:25 p.m. Subcommittee/Liaison Reports/Announcements

Summary:
- *Budget, Kirsi Allison-Ampe*
- *Community Relations: Bill Hayner, Chair*
- *Curriculum, Instruction, Assessment & Accountability, Len Kardon*
- *Facilities, Jeff Thielman*
- *Policy & Procedures, Paul Schlichtman*
- *Superintendent Search Process, Paul Schlichtman*
- *Arlington High School Building Committee: Jeff Thielman, (Chair), Kirsi Allison-Ampe*

- *Liaisons Reports*
- *Announcements*
- *Future Agenda Items*

Town of Arlington, Massachusetts

8:45 p.m. Executive Session

Summary:
- *To conduct strategy sessions in preparation for negotiations with union and/or nonunion personnel or contract negotiations with union and/or nonunion in which if held in an open meeting, may have a detrimental effect.*
- *To conduct strategy with respect to collective bargaining or litigation, in which if held in an open meeting, may have a detrimental effect. Collective bargaining may also be conducted.*
- *Vote approval of MOA*

Town of Arlington, Massachusetts

10:00 p.m. Adjournment

Town of Arlington, Massachusetts

Submitted by Jane Morgan, Chair

Town of Arlington, Massachusetts

Correspondence Received: